



School Self-Evaluation Report 2015/2016

Report Issue Date: 11/06/2016

URSULINE COLLEGE SLIGO

65180T

1. Introduction

1.1 Focus of the Evaluation

A school self-evaluation of teaching and learning in Ursuline college Sligo was undertaken in the periods specified as follows:

Literacy: September 2015/May 2016

- A revision of the reading for enjoyment survey was to be conducted using two focus groups. The focus groups were divided into students from junior cycle and students from senior cycle. As a result of these focus groups amendments were made to the survey.
- All 1st year students were surveyed in relation to their reading for enjoyment in October 2015. This group were consequently re administered the same survey in April 2016 to ascertain any changes in their attitude and practise when reading for enjoyment.
- The Transition year students were also surveyed in relation to their reading for enjoyment, both in October 2015 and again in April 2016. This group were the original cohort of 1st year students involved in the initial reading for enjoyment survey in September 2012. They have consequently been assessed over the last four years.

Numeracy: September 2014/May 2016

- All 1st year students completed a Maths competency test, to assess knowledge and skills.
- A whole school approach to numeracy was adopted for 2015-2016. This involved the students using a **Progress Tracking Booklet** to plot their results from each subject throughout the year.

Assessment for Learning: September 2015/May 2016

- All subject departments were to include an assessment for learning strategy to be recorded in their subject plans 2015-2016.

This is a report on the findings of the evaluation.

1.2 School context

Ursuline College Sligo is an urban, all girls voluntary secondary school under the trusteeship of Le Cheile. There are currently 722 students including 35 who are EAL students. Both Transition Year and LCVP are well established within the school.

2. The Findings

2.1 Learner Outcomes & Learner Experiences: Literacy & Numeracy

2.2 Literacy

- The first year students (2015-2016) standardised test results and report cards from the primary school were gathered by the learning support teacher and analysed. It was noted that the STen scores for reading for that cohort of 1st years are above the national norms
- All subject departments used the PDST tool for for analysing results in the Leaving Certificate and Junior Certificate exams. The majority of subjects compare favourably to the national norms, while some preformed above the national norm.

- All 1st year and Transition Year students were to participate in the reading for enjoyment survey which would be administered in October 2015 and again in April 2016.
- Each subject department assessed and evaluated their literacy strategies and recommendations and amendments were made and included in their subject plans for 2015-2016.
- The continued use of the “Writing Wheel” strategy was utilised to help students review their basic writing skills in class and to check their written homework. The focus of this was directed at Junior Cycle students.

2.3 Numeracy

- There are five mixed ability first year Maths classes for students who have been identified as having particular needs regarding aspects of maths.
- All 1st year students participated in the 1st year Maths Competency test to determine levels of skills and knowledge and to identify strengths and weaknesses.
- All Transition Year students participated in the Senior Cycle Multiple Choice maths test to determine levels of skills and knowledge and to identify strengths and weaknesses. Students were divided into Higher and Ordinary Level for this test.
- Each subject department assesses and evaluated their numeracy strategies and recommendations and amendments were made and included in their subject plans for 2015-2016.

2.4 Findings of Literacy Strategies

The SSE core group designed a student questionnaire to assess reading for enjoyment. This questionnaire was modified as per the SIP 2015-2016. This involved conducting two focus groups to help drill down into student’s perceptions of reading for enjoyment. Following this, revisions to the

original questions were made to include more questions about the use of social and digital mediums for reading for enjoyment.

The survey was administered using www.google.com. The questionnaire was administered to two groups.

- **1st year students** **October 2015 & April 2016 (Appendix 2)**
- **Transition Year students** **October 2015 & April 2016 (Appendix 3 & 4)**

As previously stated this would be the fourth consecutive year that this group (Transition Years) will be surveyed. The results were recorded, collated and analysed.

2.5 The Findings Year 4 (2015-2016)

First Year Students 2015-2016

- When asked to indicate how students felt when reading for enjoyment there was little difference between October 2015 and April 2016. There was a drop of 3% from 56% to 53% of students citing that they felt more relaxed but an increase of 1% from 31% to 32% indicating that they lose track of time. Therefore, 85% of students would seem to enjoy reading as a way to relax and even lose track of time. This indicates a very strong link with reading for enjoyment among the cohort of students.
- Overall, there was a significant increase in the time students were reading for enjoyment. There was a 6% increase in those reading between 5-6 times a week and a 1% increase in those reading every day. This could be attributed to their weekly timetabled library class which is helping to establish solid reading habits. However, there was a 4% increase in students reading rarely. This would indicate that the students who do not read regularly are not reinforcing a more regular reading habit during the course of the year. Further investigation is warranted to

establish if these students struggle with academic work and for whom school attendance might be more sporadic in nature. The SSE team needs to investigate perhaps more appropriate and targeted initiatives for this group.

- Social and digital media are key sources of what students are more likely to read for enjoyment with 96% of students indicating this in their questionnaire. There was a significant increase in the number of 1st year students who reported using social media as a platform for sourcing reading material. The survey in October 2015 cited 35% of students using social media whereas this had increased to 63% by April 2016. This could be attributed to many of these students reaching an age where they are allowed more access to social and digital media. There was also an increase reported in students reading fiction and non-fiction material. There was an increase of 7% reading non-fiction sources and 5% reading fiction. This could be attributed to their timetabled library class which allows them weekly access to both types of books on a weekly basis. Overall, it was noted that students chose from a wide variety of reading material.
- When asked to indicate how long they spent reading in any one day there was an overall increase in the length of time spent reading. Those reading for less than 10 minutes had dropped from 10% to 6%. There was an 8% increase in those reading for between 20-30 minutes per day. Whereas, those who were initially reading for more than 30 minutes per day had only decreased from 25% to 24%. All this would seem to indicate that over the course of the year students were reading for longer periods of time when reading for enjoyment.
- Next students were asked to indicate where they sourced their reading material. Significantly, there was an increase in students using the school library for their books. This figure had increased from 28% in October 2015 to 39% in April 2016. This is reflective of their weekly library class which encourages them not only to read but to take out a range of books. Interestingly, the number of student's swapping books with their friends has increased from 41% to 53%. Indeed, 48% said that they often talk to their friends about what they are reading. This would seem to suggest that since starting secondary school their peer group has not only

increased in size but also there is a culture of discussing their reading material. The numbers using digital media has also increased from 38% to 45%. This is reflective of a growing on line media presence among adolescents at this age.

- Students were next asked to identify what medium they used to read. Physical books/newspapers and magazines was the most popular medium representing 82% of those surveyed. There was however, a noticeable increase over the year in the number of students using electronic mediums. Those using a laptop/iPad/Tablet had increased from 33% to 51%. The use of Kindles had increased from 20% to 24% and those using Apps had increased from 8% to 11%. All of this demonstrates that students are not only using physical books to read but re reading books using more digital mediums. This presents a challenge for the SSE team because if we are to encourage students to read for enjoyment we need to recognise the less conventional mediums used by the modern student.
- In October 2015 39% of students indicated that they could not name any website or App to source reading material. This had decreased to 29% by April 2016. Moreover, those using social media and blogs had increased from 8% to 29%. This reinforces the argument that students online presence and awareness is growing within this age group. Indeed, not only were students becoming aware of digital sources but it would seem that those already familiar with using websites were using them more often. Overall, there was a 22% increase in the number of students naming websites used to download digital books, the most popular of which was iBook's (12%), Kindle (10%) and Wattpad (8%).
- The revised questionnaire did indeed produce a clearer insight into student's use of digital media as a medium for reading for enjoyment.
 - 31% used digital media on a daily basis as a medium for reading.
 - 44% use social media regularly to find articles to read for enjoyment.
 - 8% have an online reading subscription.

- The number of students who indicated that the school library offers a good selection of reading material decreased from 47% to 32% over the course of the year. This could be attributed to the fact that over the course of the year students had become familiar with and indeed read many of the books on offer. However, it may also be due to the fact that some students prefer digital mediums for reading and or are more inclined to read blogs or online articles rather than books.
- Interestingly, the number of students who cited that they were more conscious that they were reading for enjoyment since starting secondary school had increased from 22% to 25%. This would seem to indicate that reading initiatives employed by the school are having a positive impact. Conversely, the use of social media to contact friends had increased from 56% to 67%. As school does not permit access to social media sites in school, it can only be surmised that this access is centred outside school and perhaps at home. This reinforces the fact that the school and parents must work in partnership to reinforce reading habits established in school.

Transition Year Students (2015-2016)

- Overall there was an increase in students who felt more relaxed when they read, from 44% to 45% and an increase in students citing that they lost track of time when reading from 38% to 44%. Indeed, there was a drop from 18% to 11% who stated that they felt bored and restless. These percentages strongly indicate that this cohort of students derive pleasure from reading.
- There was a definite decrease in how often these students spent reading for enjoyment. Forty one per cent said that they read rarely and 22% said they read for enjoyment 1-2 times a week. However, the group who read every day had increased by 1% from 18% to 19%, indicating that those who are established readers continued to strengthen this habit over the year. Nonetheless, it would appear that a significant number of these students do not regularly read for enjoyment. However, as Transition Year is an activity driven programme in this school,

providing students with more opportunities for reading may need to be investigated going forward.

- When asked to indicate what they were most likely to read for enjoyment 77% stated 54% in October 2015 to 77% in April 2016. The use of social media is typical for this age group particularly as there is less designated homework in transition year. It is also a valuable insight into how and what students are reading.
- There was a definite increase in students reading fiction and non-fiction. Non-fiction had increased from 31% to 37% and fiction had increased from 60% to 62%. This is indicative of the "Book in the Bag" scheme which is run in transition year. It is worth noting that 10% of transition year students read the news compared with 5% of the first year group, which would indicate that their interest in social and current events is increasing with age. Moreover, there was an increase from 28% to 32% reading magazines/comics. This was reinforced when students were asked to name websites used to source reading material. Many mentioned online magazine websites such as cosmopolitan and vogue.
- Overall there was significant increase in the number of students reading for longer period of time. There was a 1% decrease in those reading for less than ten minutes from 10% to 9% and a 6% increase in those reading for more than thirty minutes from 30% to 36%. So while students were reading less often they were however reading for longer periods of time when they had the opportunity to read.
- When asked to identify where they found their reading material digital and online sources were the most popular increasing from 55% to 63% over the year. However, using bookshops also featured strongly but decreased from 56% to 50% over the year. Using the school library had also decreased from 30% in October 2015 to 15% in April 2016. This can be attributed to the fact that transition years do not have a timetable library class and so are less likely to use the school library. Notably transition years do source reading material from their friends. This figure had increased from 33% to 41%. It would appear that students engage in not only swapping books

but also in discussing what they are reading with their friends (35%). Perhaps, going forward this practise could be developed more in transition year.

- When asked what type of medium they use when reading for enjoyment, physical books, magazines and newspapers was the most popular choice. However, this option had decreased from 63% to 50% over the course of the year. There was a 9% increase in students citing tablets/laptops/iPads, once again highlighting and increase in the use of digital media as a means of reading for enjoyment. This was further reinforced by an increased use of Apps from 6% to 10%.
- Interestingly, 49% of students either could not or did not name an App or Website that they used to find reading material in the October survey 2015. Whereas, all students did so in the second survey carried out in April 2016. Consequently, there was increases across all sections namely, a 10% increase in using social media to find reading material from 14% to 24% and an increase from 29% to 62% in naming websites used to download reading material. All of this would seem to indicate an increased on line presence by the students in sourcing reading material. Perhaps much of this is due to peer recommendation as 35% of students stated that they often talk to their friends about what they are reading.
- As with the first year students Wattpad (22%) and Kindle (10%) were the most popular sites used to download books. However, the transition year students also used the website Movellas to download books. This is also a website that facilitates the publishing of individual's short stories, blogs and articles.
- This group indicated a very high use of social media websites to contact their friends with an increased number, from 81% to 86%, using social media for more than an hour a day to contact their friends. This group also consistently over the previous three years indicated that they would like more free time to read. However, it could be argued that the modern adolescent prefers to utilise their free time to contact friends via social media and that this has almost become the norm.

- There was a decrease in the number of students reading books during free periods from 14% to 12%. It is worth noting that transition years do not get a lot of free periods because so much of their time is occupied by project based and activity centred. Furthermore, they no longer have a timetabled library class as they did in Junior Cycle. It is therefore important to examine possible ways to provide them with a weekly reading class.
- The revised questionnaire did indeed produce a clearer insight into student's use of digital media as a medium for reading for enjoyment
 - 40% use digital media on a daily basis as a medium for reading.
 - 47% use social media regularly to find articles to read for enjoyment.
 - 4% have an on line reading subscription.
- An evaluation of the "Book in the Bag" scheme revealed that a number of the students did not achieve the recommended target of five or more books. A significant number (25%) had only read one book over the course of the year and a further 19% had only read two books. However, 33% had read five books or more. It is worth noting that this group had proven over the course of their four years that they had established very good reading habits and so it would appear that they had maintained this practise. Many students did however cite the lack of time available to read in school due to the number of projects and activities that they were involved in. Again this creates a strong argument to investigate the possibility of allowing this cohort of student's timetabled time to read each week.
- When presented with three statements which assessed their opinion about the "Book in the Bag" scheme:
 - 64% stated that it did not encourage them to read more,
 - 18% stated that it encouraged them to read books that they would not normally read and
 - 18% stated that it did encourage them to read more than they normally would.

It would appear that the effectiveness of this scheme needs to be further evaluated, considering the success from the previous year it is disappointing that such a high number of students did not feel that it encouraged them to read more. However, it is important to note that this group of students were reading less often but were successfully engaged in reading for longer periods of time.

Analysis of the improvements made over four years September 2012- April 2016:

- Overall, this group of students had decreased the amount of time that they were reading for with the greatest change in the group stating that they were reading for enjoyment rarely, 20% in 2012 to 41% in 2016. This could be attributed to several factors, namely a lack of timetabled reading classes in transition year, an increased presence on social media (contacting friends) and the project based workload of transition year. However, it should be noted that this decline in the time spent reading was evident from 3rd year 2015 when 48% stated that they read rarely. However, while there was an overall decrease in students reading four or more times a week from 29% in 2012 to 24% in 2016, this had recovered dramatically from 2015 when only 7% of students stated that they read four or more times a week. This would be indicative of the commitment and time needed to prepare for their Junior Cert exams.
- There was a positive impact on the amount of time students spent reading. While they might be reading less regularly they were reading for longer. There was a 4% increase in the number of students reading for between 15-30mins at a time. Subsequently there was a 4% decrease in students reading for between 10-15 minutes. This is a positive reflection of the reading initiatives that these students were involved in over their four years in school.
- Notably there was a 28% increase in these students using the school library which is reflective of their timetabled library class in Junior Cycle and the investment in new library books

to meet the tastes of the modern adolescent. This was spearheaded by the school library committee under the direction of Mrs Morris.

- There was a dramatic increase in the number of students using digital media both as a means of sourcing reading material and as a medium to read with. Only 4% of students listed digital media in September 2012 which had jumped to 63% in 2016. This four year period has seen both a recovery in the economic terms and in access to the internet and access to computer devices and smartphones. Therefore, there is a need to assess how the school can safely and responsibly support students in allowing them to access digital media to encourage them to read for enjoyment.
- Another significant increase was noted among the number of students citing friends as a way to find their reading material. This had increased from 13% to 41% over the four year period. It is therefore important to recognise how the power of the peer group in encouraging and helping students to source their reading material.

2.6 Teachers' Practice

All subject departments were asked to evaluate the literacy, numeracy and assessment for learning strategies they had utilised in 2015-2016.

2.6.1 Teacher's Practise — Literacy Strategies

Strengths

- It was evident that there was a large diversity of literacy strategies currently implemented by all subject departments, e.g. key words, word banks, mind mapping, semantic maps, flash cards etc.

- There is evidence of the development of subject specific literacy strategy resources being compiled and shared between teachers.
- Teachers have developed print rich environments within classrooms. Many teachers are displaying the key words used in exam terminology and a description of the key word. Teachers felt that this was helping students to answer questions more effectively.
- It was noted by teachers that student's vocabulary and grammar had significantly improved. There was evidence from homework that punctuation and general writing skills are continuing to improve.
- The use of key words either in their copies or in a diary was successful and students demonstrated the ability to use these key words and concepts in exams. Students were beginning to identify links between key words and terminology across a number of subjects.
- Students were more willing to engage in class discussion. They were more confident in forming opinions and sharing them with the class. This is helped by the use of class presentations relating to project work.
- Some subjects have started using the KWL chart. And felt that this engaged students and helped them to become more active learners. It was also an important tool in helping students to reflect on their learning.
- Some language departments had used a coding system to help with improving grammar and reduce mistakes in written work. This improved student confidence when writing.

Challenges

- Students do use strategies well when doing homework or class tests. However, there they do not always revert to these when sitting Christmas and Summer exams. It would appear that when faced with a large amount of time and volume of questions they can revert back to old habits.

- Focus required in relation to correcting homework and internalising corrections so those mistakes are not repeated from one week to the next.
- Absenteeism especially among weaker students is a barrier to their comprehending and internalising the key literacy strategies already being taught.
- Teachers have cited that the time needed to deliver literacy strategies and teach the required course content is a key challenge. This is especially evident in mixed ability classes.
- The Writing Wheel needs to be implemented consistently by all subject departments at Junior Cycle.

2.6.2 Teachers' Practise - Numeracy Strategies

Strengths

- Attainment levels in Maths are above national norms.
- The majority of students display very positive attitudes towards Numeracy.
- Students at all levels took part in a variety of activities during Maths Week e.g. estimating the number of sweets in a jar, participating in table quizzes, creating mathematically themed posters.
- A designated class has been allocated within the weekly TY Maths Timetable for Problem solving where mathematically based puzzles are a valued resource.
- A Games Room has been established in the school where students can enjoy playing chess, draughts, building jigsaws etc. which all help to develop their mathematical skills.
- Transition Year students have been involved in setting up and running mini-companies and have entered many Business Award Competitions.

- There was a focus by teachers to make students calculate the percentage grade of their test results. This showed evidence of improvement over the year. Many students automatically converted their grade and did so easily.
- The whole school approach to numeracy was the use of a Progress Tracking Booklet which meant that all students had to plot their test results in a graph for each subject. Teachers felt that this worked very well at the beginning of the year as it allowed students to visualise their progress. It acted as a motivator for many students to improve their grade as they wanted to see the upward trend on the graph.
- Many subjects employed subject specific numeracy strategies which improved overall skills and accuracy over the course of the year, e.g. Home Economics — accuracy of weighing ingredients improved, History — using timelines to plot key events in WW2.

Challenges

- Improve the percentage of students taking Higher Level Maths at Junior Cert.
- Decrease the percentage of students taking Foundation Level Maths at Junior Cert.
- Improve students' problem solving skills.
- The Progress Tracker might not always serve as a motivator for weaker students if they are constantly plotting poor grades.
- Some students were uncomfortable using it initially as they did not want other students to see their results plotted on the graph, particularly if they did not perform well.
- Some students lost or mislaid their Progress Trackers or forgot to bring them to class.
- Constant reinforcement was needed with some subject specific strategies used. Particularly in relation to practical subjects where practical classes are more sporadic and time between practical classes meant that some skills were forgotten.

2.6.3 Teachers' Practise — Assessment for Learning Strategies

Strengths

- Many teachers used peer to peer assessment which worked very well. It was felt that because it was being utilised across several subjects' students become more familiar with it. It improved the accuracy of their home work as they were definitely more careful with general layout of answers to achieve more marks.
- Providing students with AFL comments on their written work was successful as students were more likely to make amendments to help improve their grades.
- Providing exemplar material for students so that they could see the success criteria worked very well. In relation to written work it enabled students to set achievable goals and consequently their answers were more focused and developed.
- Some subjects insisted that corrections of homework were done before handing in new homework. This did make students more careful when doing homework assignments as they did not want to have to correct work due to carelessness. They paid good attention to feedback given and often sought clarification from the teacher. Overall over the year the standard of their written homework improved.

Challenges

- Sometimes students were not satisfied with the feedback they were given by other students and wanted the teacher to correct the work again. This reinforces the need for other students to be very clear with the quality of their feedback.
- Some teachers felt that if they were not correcting the work it was harder for them to get sense of the progress made by the student.

- Need to reinforce that amendments need to be made when feedback is given. Some students have a tendency to make the same mistakes. This can often be linked to absenteeism as students need to be present to reinforce the strategies being utilised in class.

3. Summary of School Self-Evaluation Findings

3.1 Our school has strengths in the following areas:

- STen scores of the 1st year students for reading are above the national norms.
- Attainment in the majority of subjects at both JC and LC is above the national norms.
- There is a critical staff engagement in regularly implementing literacy/numeracy & AFL strategies in their subject areas.
- There is a willingness to share good practice.
- Students are becoming autonomous learners, i.e. using word banks and key word strategies independently.
- Students are developing a deeper understanding of the meaning of exam questions and hence are interpreting them more correctly.
- Students are beginning to work more effectively when given clear and constructive feedback on written homework and exams.

3.2 The following areas are prioritised for improvement

We need to;

1. Investigate the possibility of facilitating the use of digital media in a safe and responsible manner to encourage students to read for enjoyment.

2. Examine strategies to engage the weaker cohort of students who might be less inclined to use their free time to read for enjoyment.
3. Evaluate the implementation and effectiveness of the "Book in the Bag Scheme" in Transition year.
4. Examine the possibility of allocating a specific reading time for Transition Years.
5. Evaluate the use and effectiveness of the "Writing Wheel" strategy to help students review their basic writing skills in class and to check their written homework.
6. Evaluate the use and effectiveness of the Progress Tracker Booklet with students.
7. Continue the use of the Progress Tracker Booklet for students.
8. Decide on a whole school approach to AFL.
9. Build on the literacy resources in the Teacher Network to facilitate the sharing of literacy resources among subject departments and staff.
10. Continue to update the literacy notice board with recommended literacy strategies for use in all subjects.

3.3 The following legislative and regulatory requirements need to be addressed

Appendix 1 to School Self-Evaluation Report: legislative and regulatory checklist

Appendix 1 to School Self-Evaluation Report: legislative and regulatory checklist

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 literacy 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Process of revisiting this has begun and will continue in 2016-2017
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	
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners in education	Circular M27/91	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Public service (Croke Park) agreement - special needs assistants	Circular 71/11	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Appendix 1 to School Self-Evaluation Report: legislative and regulatory checklist

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 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		
	1		
	▪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		
	1		
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		
	0		
	▪Number of formal complaints processed		
	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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	▪Number of section 29 cases taken against the school		
	0		
	▪Number of cases resolved at informal stage		
	0		
	▪Number of cases heard		
	0		
	▪Number of appeals upheld		
	0		
	▪Number of appeals dismissed		
	0		

Appendix 1 to School Self-Evaluation Report: legislative and regulatory checklist

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
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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	Number of section 29 cases taken against the school		
	▪Number of cases resolved at informal stage		
	▪Number of cases heard		
	▪Number of appeals upheld		
	▪Number of appeals dismissed		
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 resolved at informal stage		
	▪Number of cases heard		
	▪Number of appeals upheld		
	▪Number of appeals dismissed		

Appendix 1 to School Self-Evaluation Report: Policy checklist

Policy	Source	Has 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 ¹¹	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 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Attendance and participation strategy ¹²	Circular M51/93 Section 22, Education Welfare Act 2000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Intention to revisit the Attendance and participation Policy in 2016-2017.
Health and Safety Statement	Health and Safety Act 2005 Section 20	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Sections of this Policy are being amended.
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Ratified by the Board of Management.
Special education needs policy ^{13,14}	Education Act (1998) Equal Status Acts (2000 to 2011), Education (Welfare) Act (2000), Education for Persons with Special Education Needs Act (EPSEN) (2004) Disability Act (2005)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
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	

¹¹ Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

¹² Under the provisions of the Education (Welfare) Act (2000) (section 22) the school's attendance strategy should conform with the provisions stipulated.

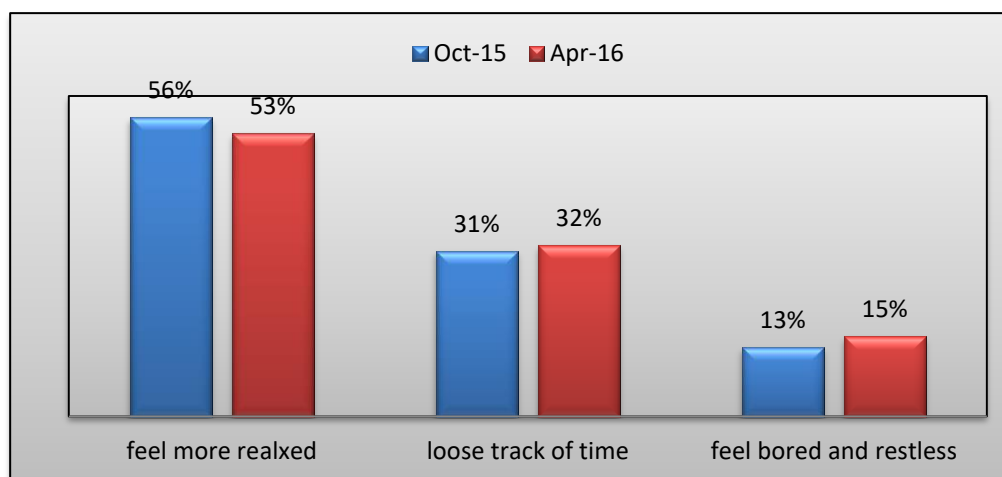
¹³ Section 9 of the Education Act (1998) requires a school to "use its available resources" to identify and provide for the educational needs of those "with a disability or other special educational needs."

¹⁴ The EPSEN Act requires that schools be inclusive of and provide an appropriate education for students with special educational needs.

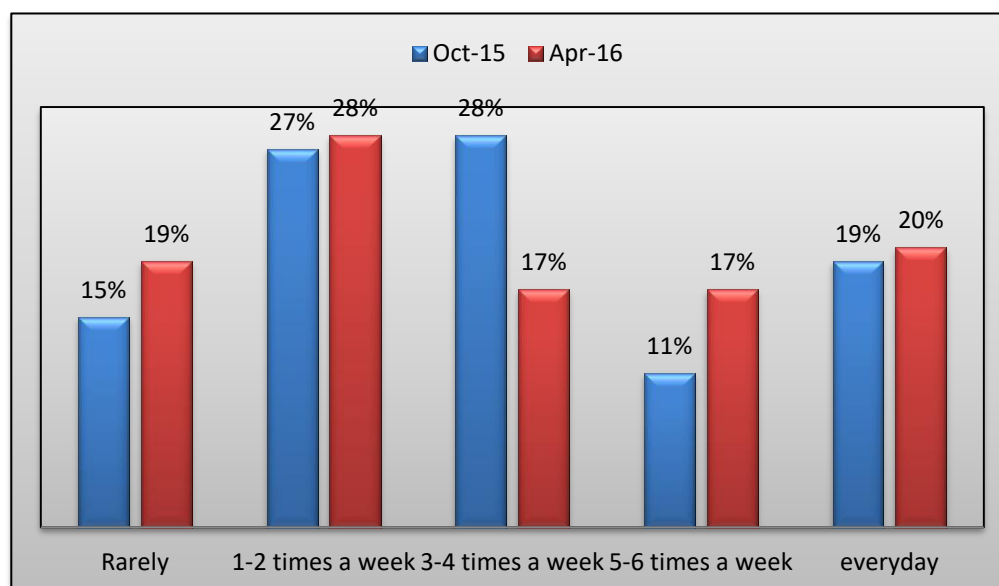
Appendix 2 to School Self-Evaluation Report:

Results of “Reading For Enjoyment” Survey - 1st Years 2015-2016

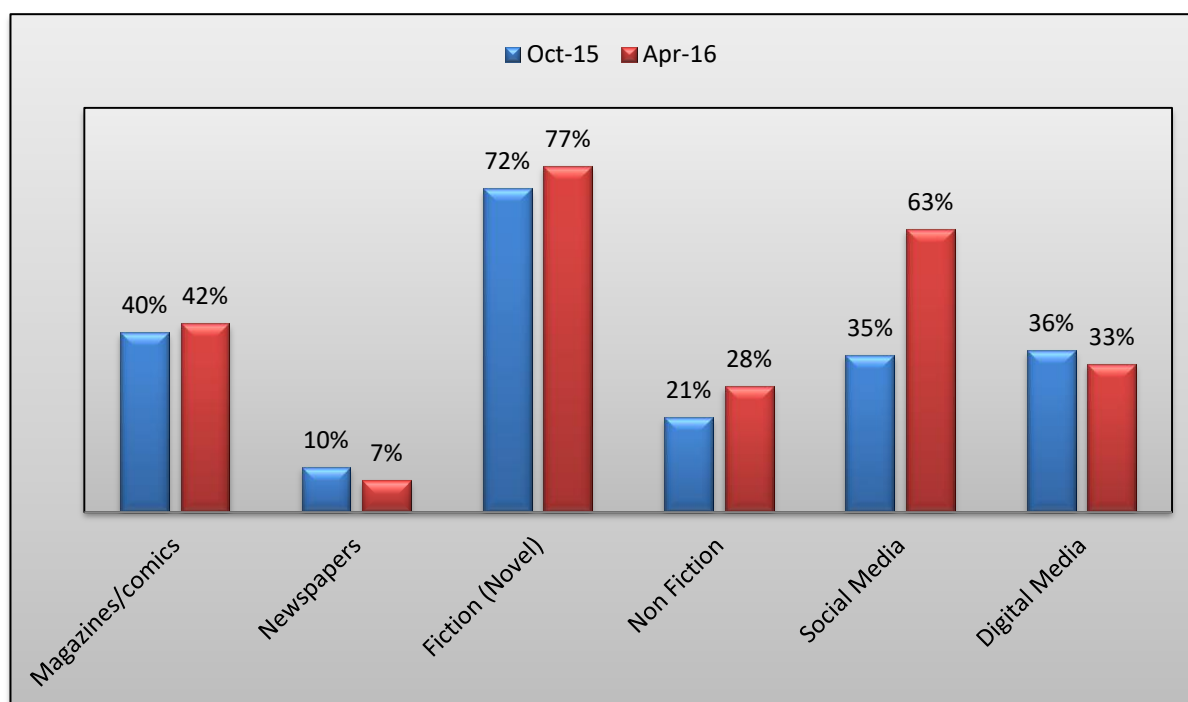
1. Please choose from the list below the statement that best describes you:
“When I read I.....”



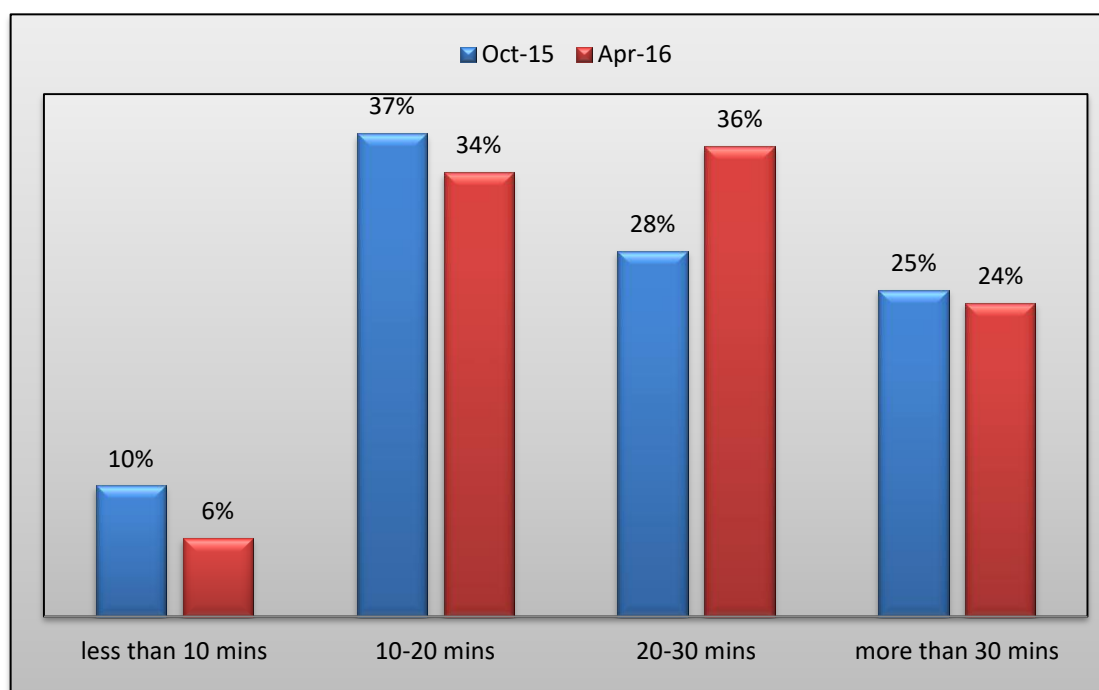
2. How often do you read for enjoyment?



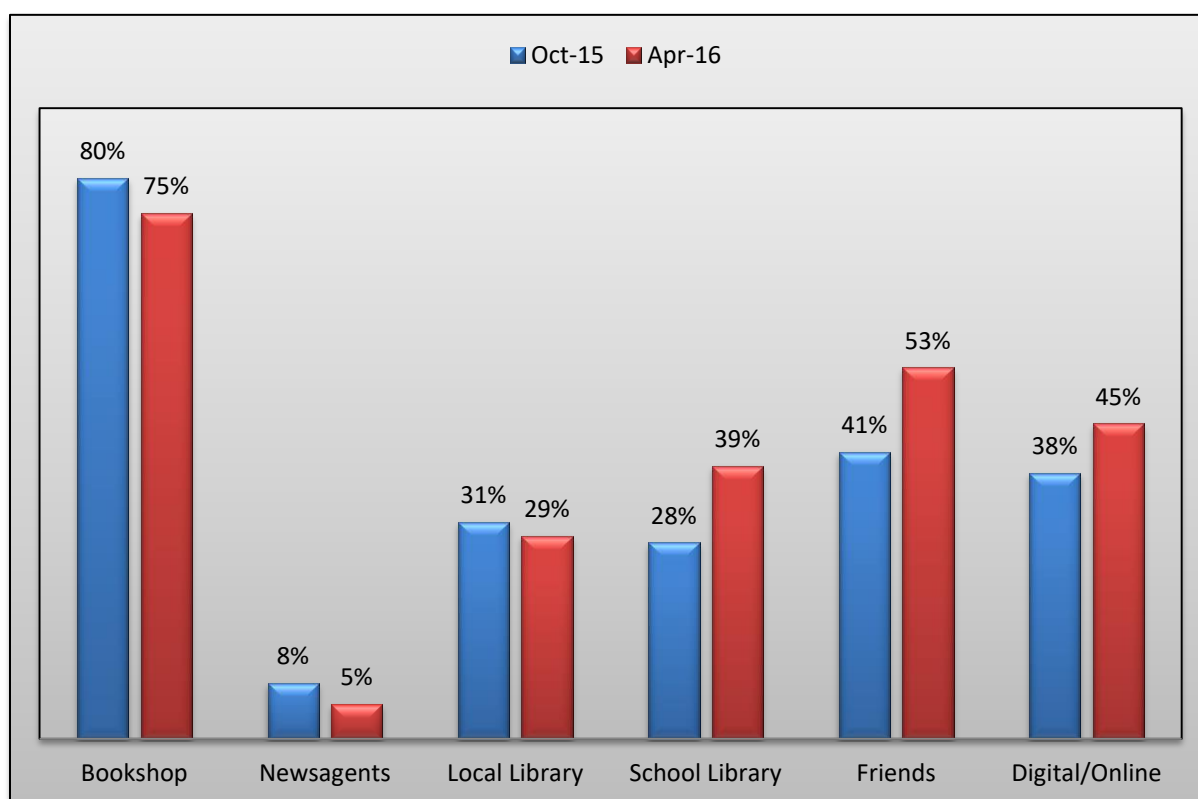
3. Which of the following would you be most likely to read for enjoyment? (You can choose more than one).



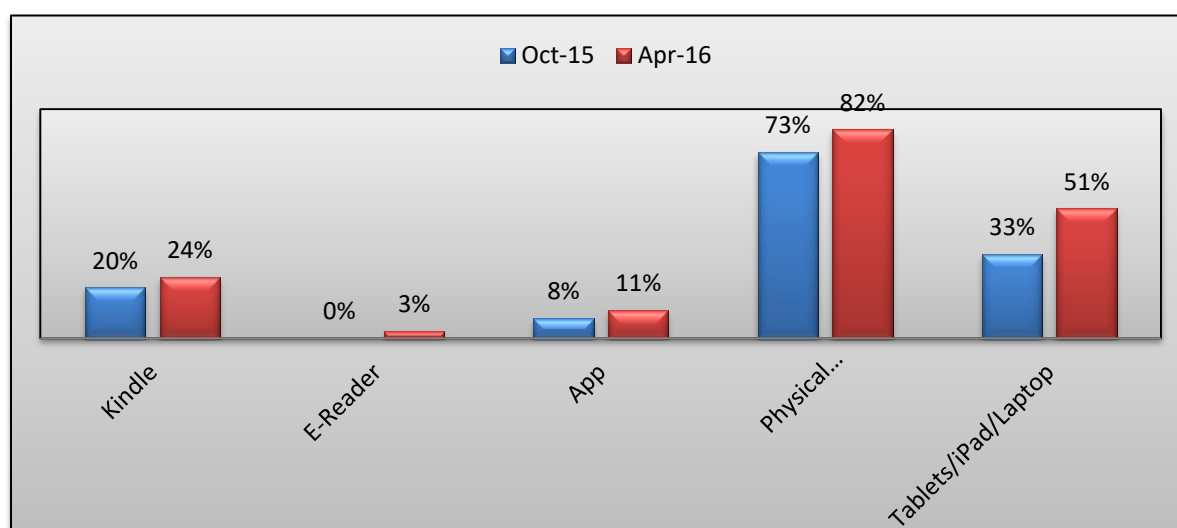
4. How long in total would you spend reading in any one day?



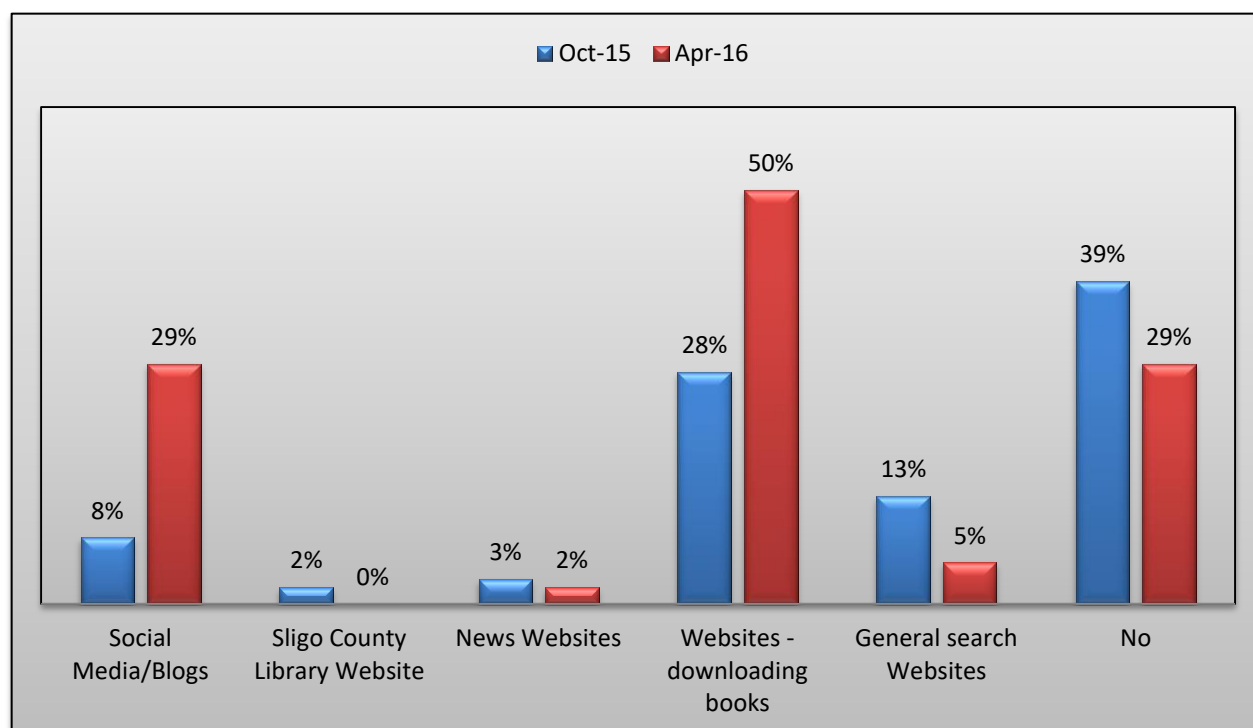
5. Where do you find your reading material? (You can choose more than one).



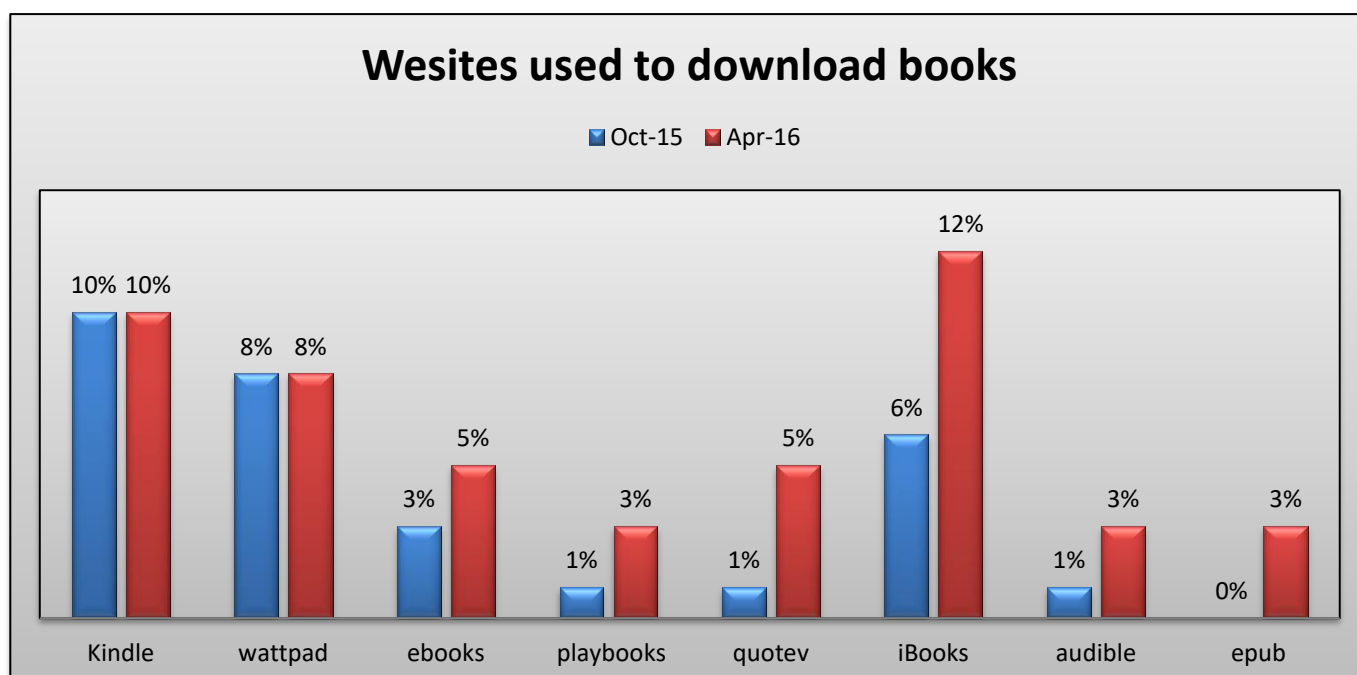
6. What type of medium do you use when reading for enjoyment? (You can choose more than one).



7. Can you name any Website or App that you have used to find reading material?



Wesites used to download books



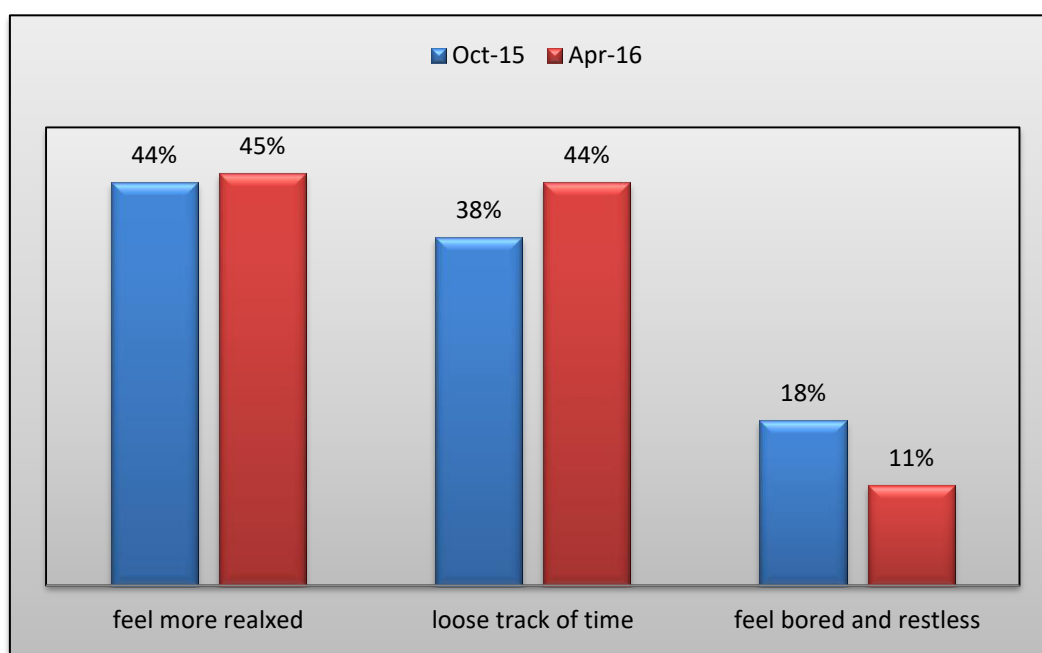
8. Please tick which of the following statements are true for you. (You can choose more than one).

	2015	2016
I spend more than an hour a day on social media contacting my friends, e.g. Facebook, Twitter etc.	56%	67%
I visit the local library once a week	10%	3%
I think the school library offers a good selection of reading material.	47%	32%
I visit the school library once a week.	3%	3%
I often talk to my friends about what I am reading.	47%	48%
I often read books in school during free periods.	28%	19%
I am pleased when I get a book as a present	56%	50%
I read a lot during the summer holidays.	50%	51%
I often check my dictionary to see the meaning of words.	24%	19%
I am conscious that I am reading more for enjoyment since I started secondary school.	22%	25%
I use digital media on a daily basis when I read for enjoyment	29%	31%
I have an online subscription for reading	8%	8%
I use social media regularly to find articles to read for enjoyment (not contacting friends)	40%	44%

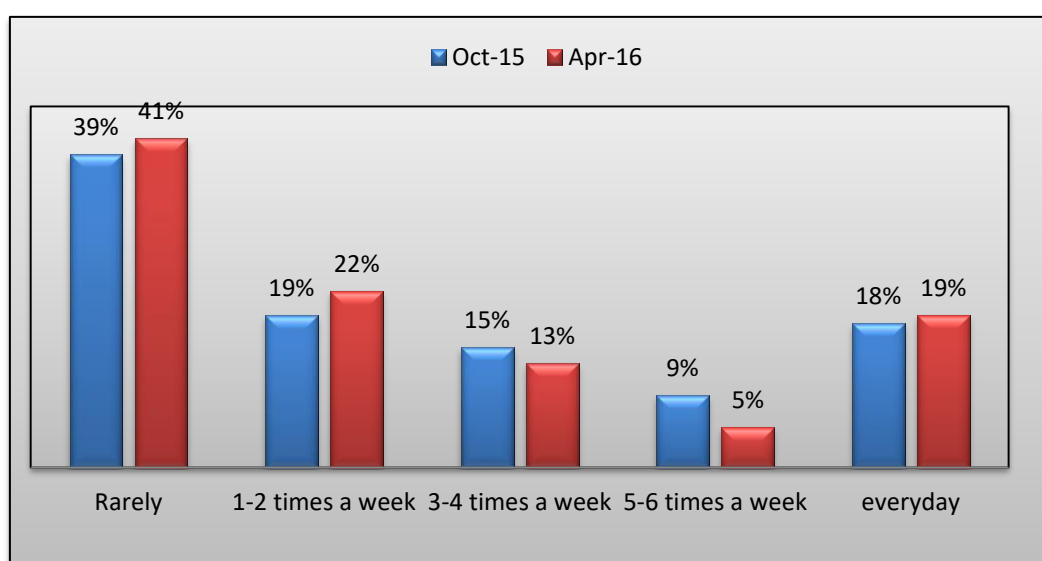
Appendix 3 to School Self-Evaluation Report:

Results of “Reading For Enjoyment” Survey - Transition Years 2015-2016

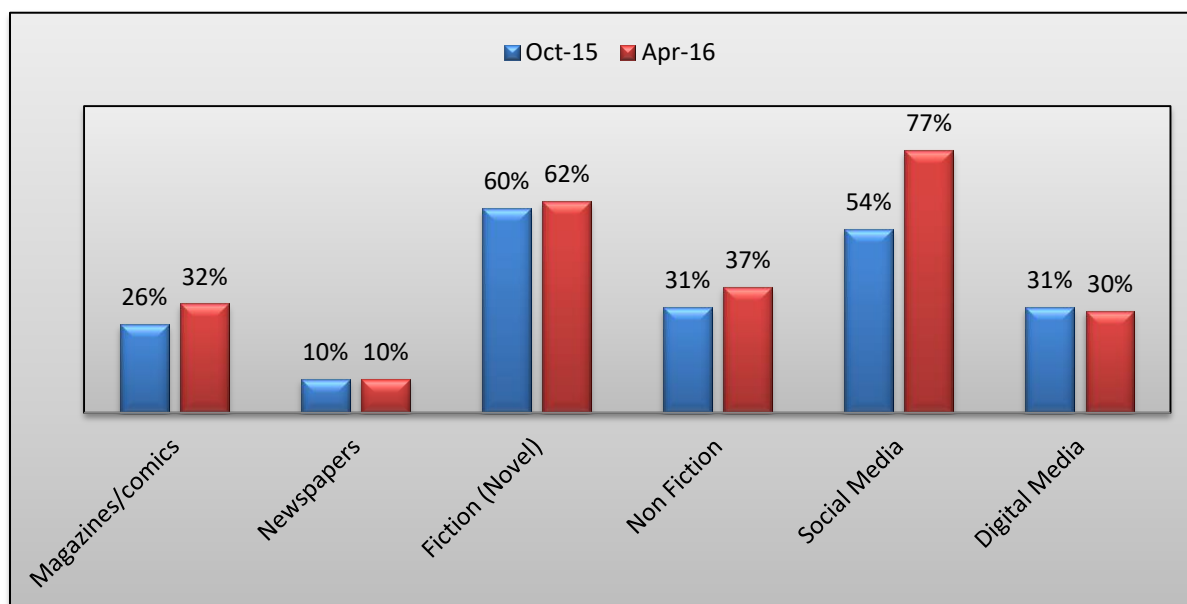
1. Please choose from the list below the statement that best describes you:
“When I read I.....”



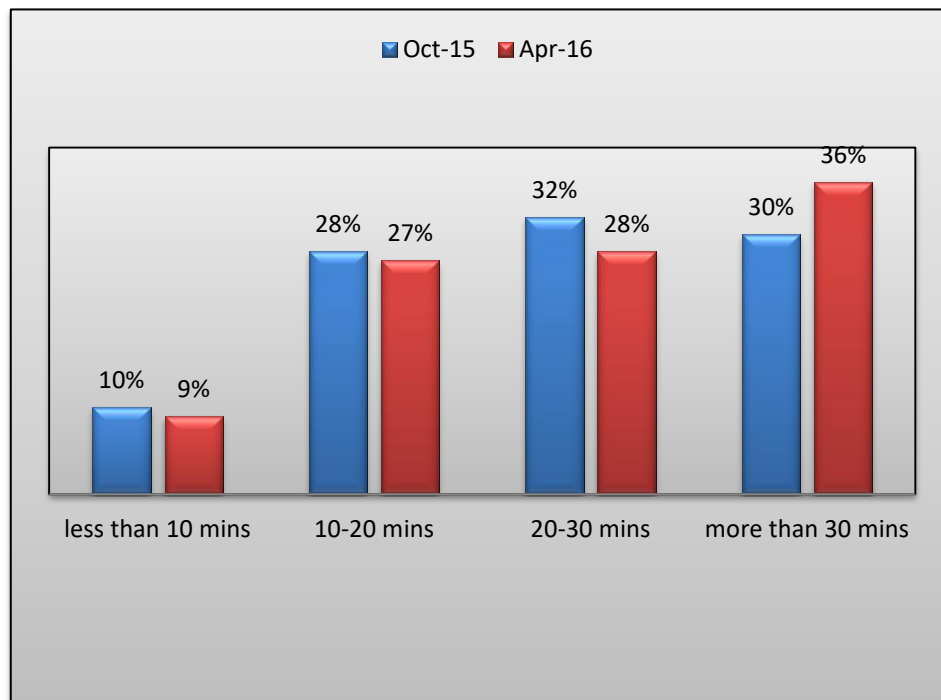
2. How often do you read for enjoyment?



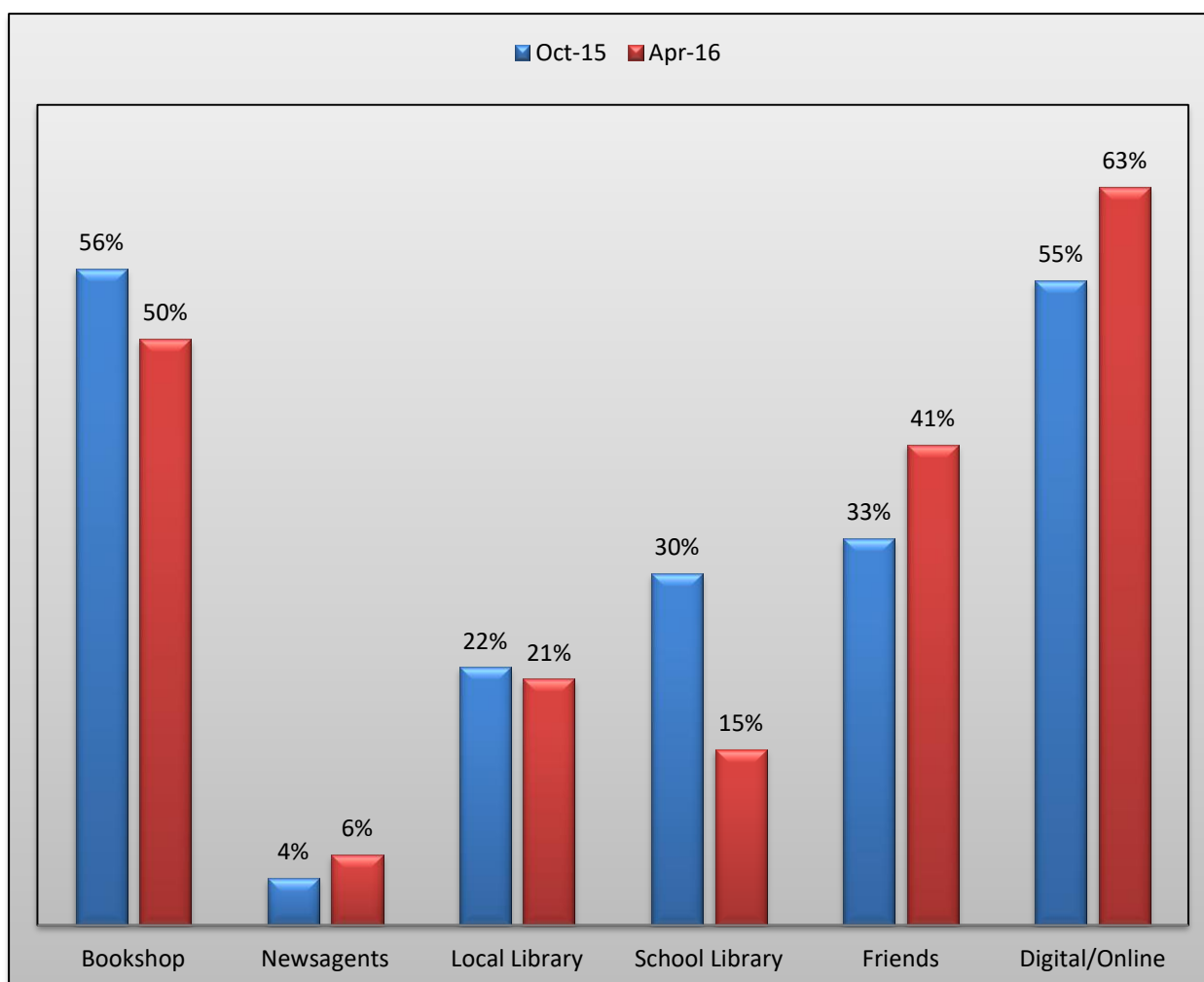
3. Which of the following would you be most likely to read for enjoyment? (You can choose more than one).



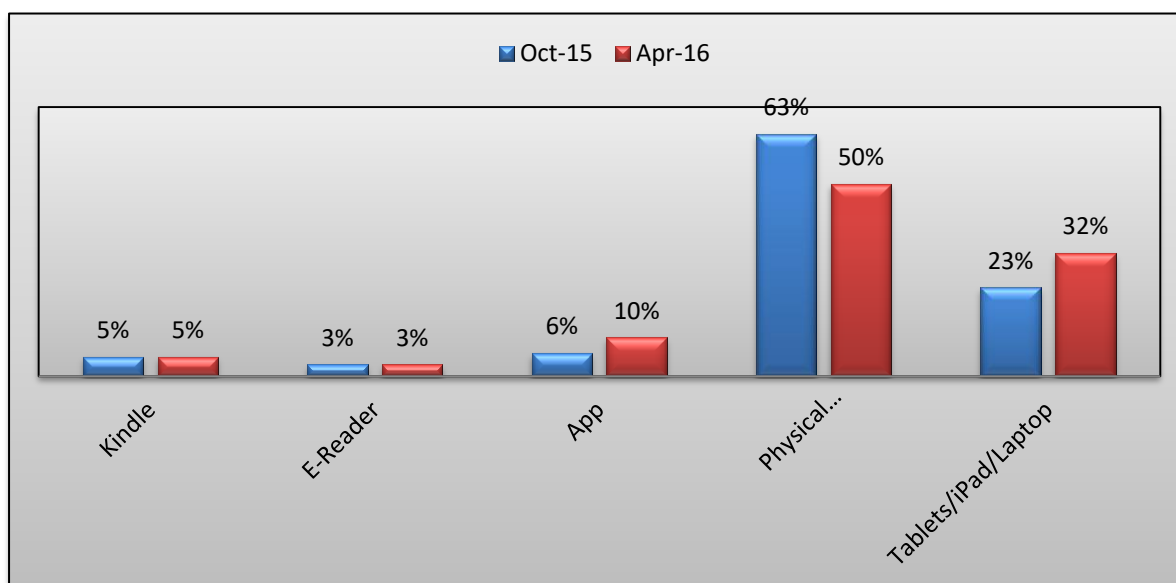
4. How long in total would you spend reading in any one day?



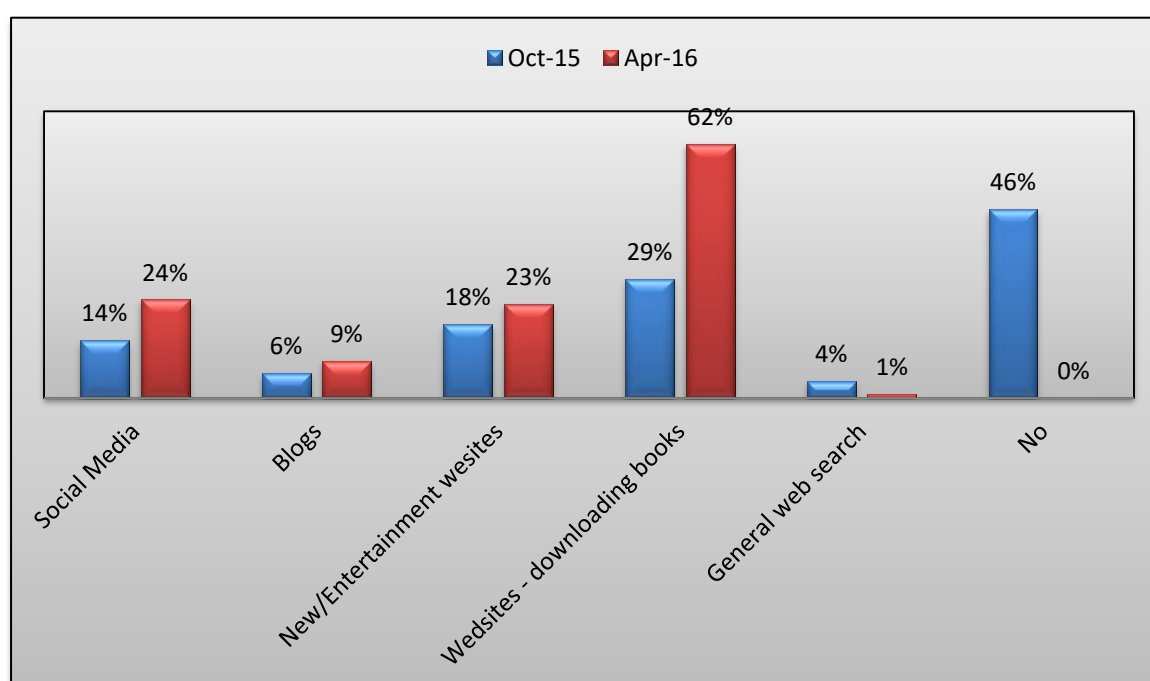
5. Where do you find your reading material? (You can choose more than one).

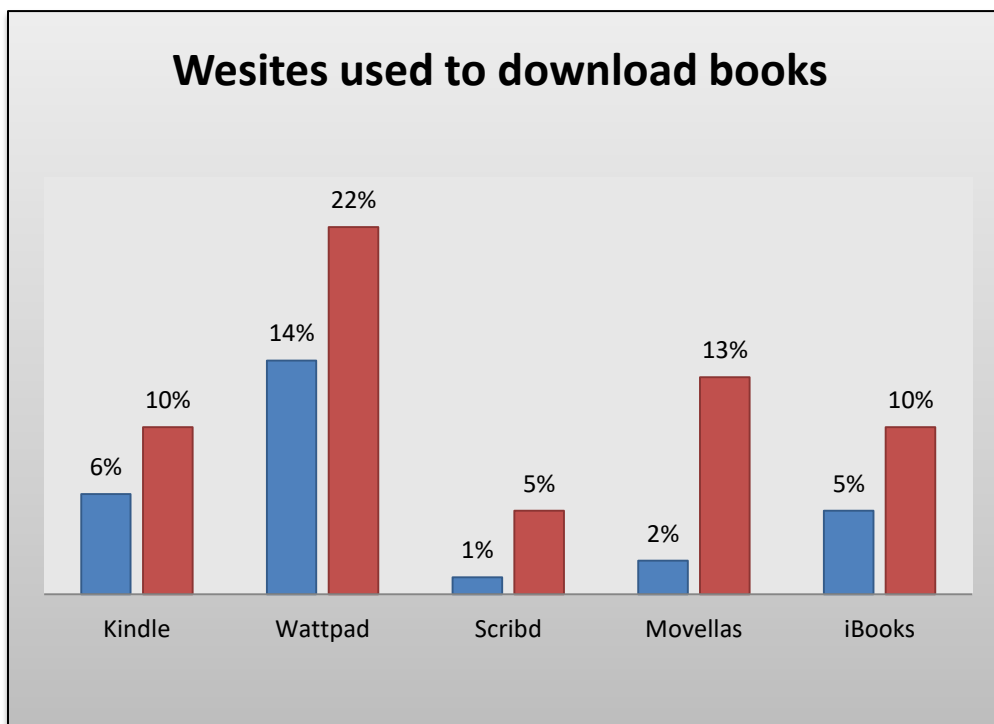


6. What type of medium do you use when reading for enjoyment? (You can choose more than one).



7. Can you name any Website or App that you have used to find reading material?

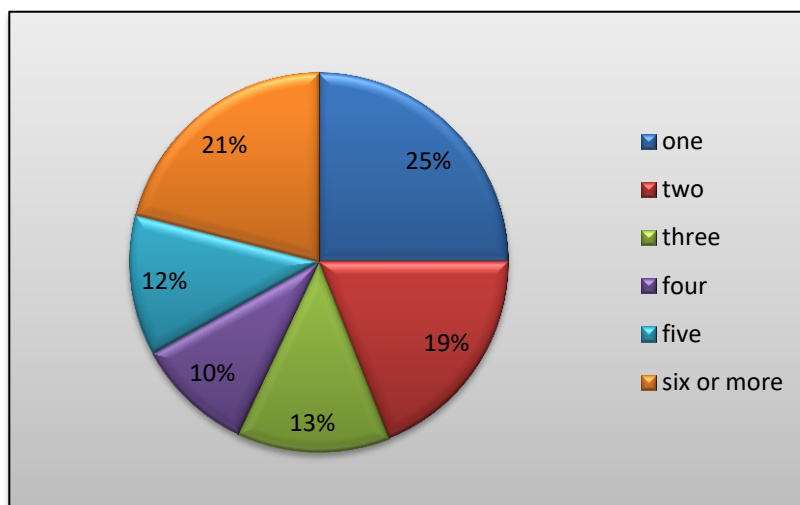




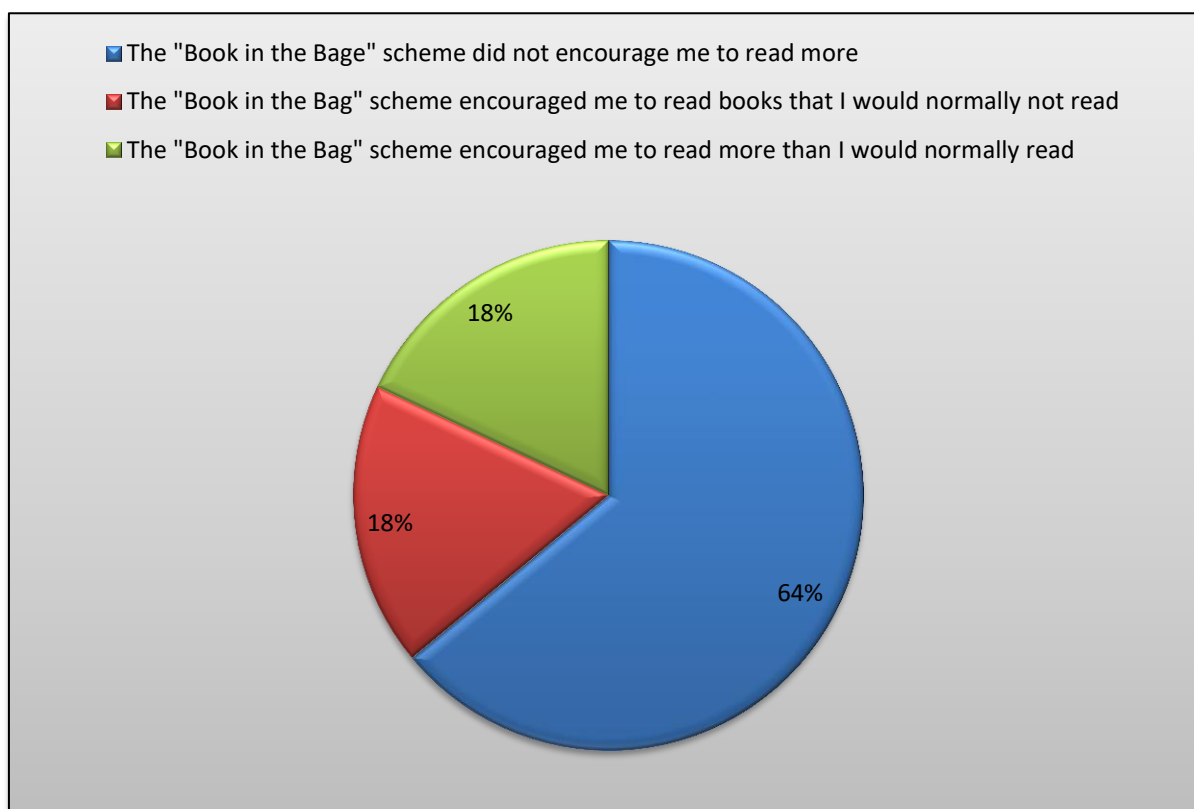
8. Please tick which of the following statements are true for you. (You can choose more than one).

	2015	2016
I spend more than an hour a day on social media contacting my friends, e.g. Facebook, Twitter etc.	81%	86%
I visit the local library once a week	1%	4%
I think the school library offers a good selection of reading material.	27%	19%
I visit the school library once a week.	1%	1%
I often talk to my friends about what I am reading.	26%	35%
I often read books in school during free periods.	14%	12%
I am pleased when I get a book as a present	39%	33%
I read a lot during the summer holidays.	47%	54%
I often check my dictionary to see the meaning of words.	14%	12%
I am conscious that I am reading more for enjoyment since I started secondary school.	22%	25%
I use digital media on a daily basis when I read for enjoyment	42%	40%
I have an online subscription for reading	4%	4%
I use social media regularly to find articles to read for enjoyment (not contacting friends)	45%	47%

9. How many books have you read as part of the "Book in the Bag" scheme?



10. Please indicate which of the following statements is true for you.



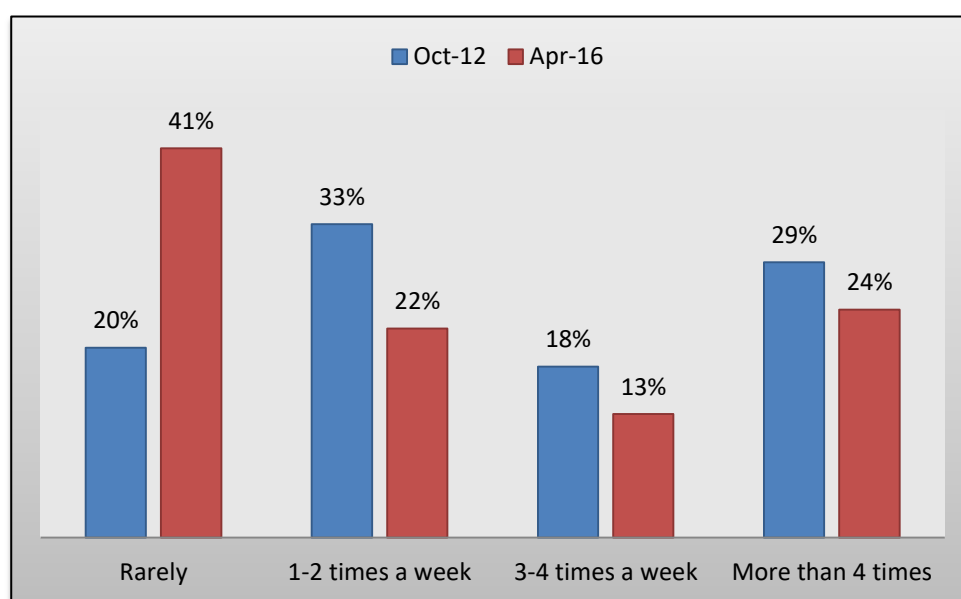
Appendix 4 to School Self-Evaluation Report:

Comparative Analysis (4 key questions)

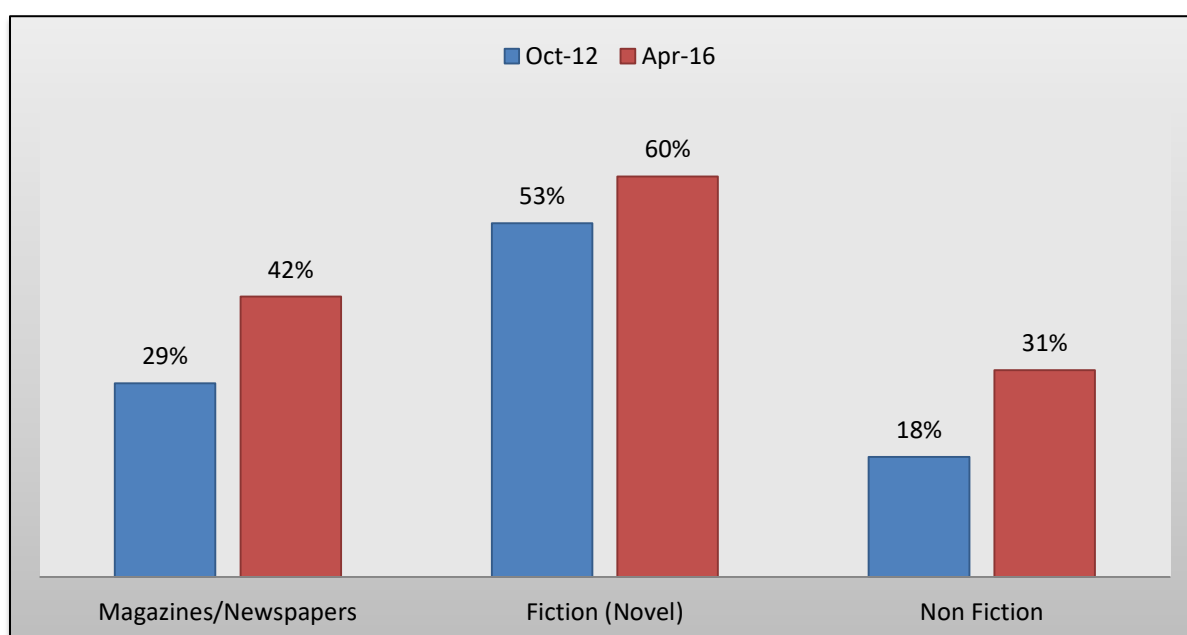
“Reading For Enjoyment” Survey

2012 – 2016 Group

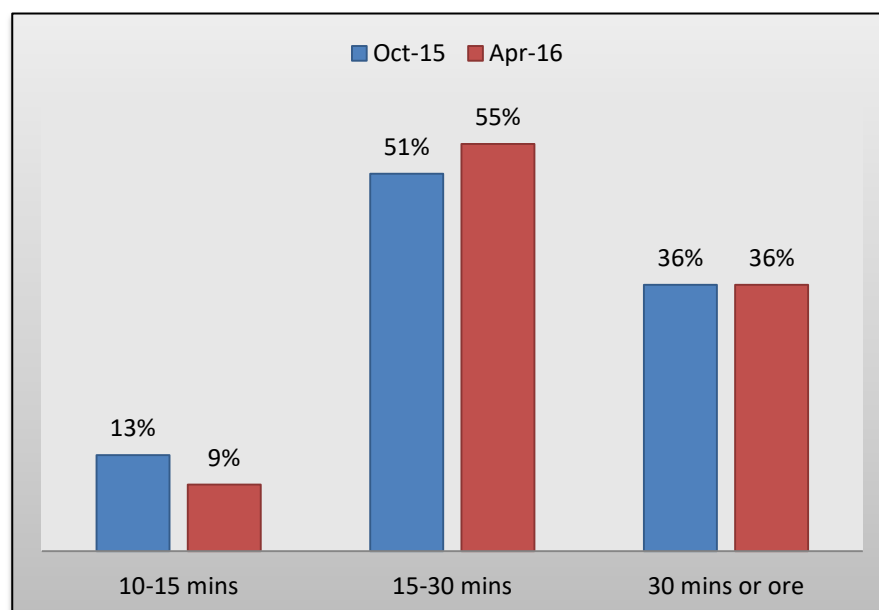
1. How often do you read for enjoyment?



2. Which of the following would you be most likely to read for enjoyment? (You can choose more than one).



3. How long in total would you spend reading in any one day?



4. Where do you find your reading material? (You can choose more than one).

