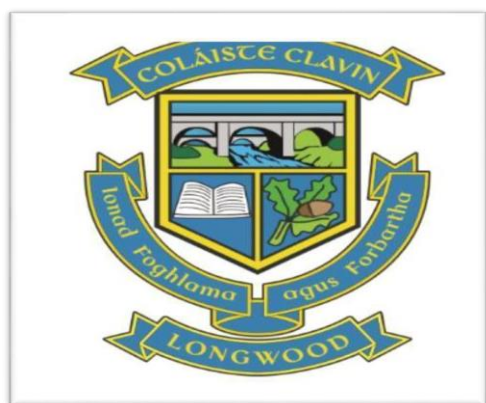


Coláiste Clavin, Longwood, Co. Meath.



School Self-Evaluation Report 2022-2023

Introduction

Our Self-Evaluation Report and Improvement Plan 2022-2023

1. Introduction

This document records the targets and outcomes of our DEIS plan Year 1 2022-2023, the findings of this self-evaluation 2022-2023, including targets and the actions we will implement to meet these targets.

1.1 The focus of this Evaluation

For the purpose of this report, we focused on the 8 areas of DEIS, Literacy, Numeracy, Attendance, Retention, Examination Attainment, Transitions, Partnership with Parents and Partnership with Others as the school began Year 1 of the new DEIS plan. Wellbeing and Leadership has been threaded throughout the plan. All parents, teachers and students were surveyed this year to help us set our targets and measures for our DEIS plan. In September of 2023 all stakeholders in our school community will be surveyed again as we begin the Wellbeing in Education Framework for Practice. It is a multicomponent approach to wellbeing promotion to ensure that all areas of wellbeing are promoted in school. The four areas are as follows: Culture and Environment, Curriculum, Relationships and Partnerships and Policy and Planning. Once we have completed all surveys and formed a focus group, targets will be created and will align with the eight areas in our school DEIS plan.

Literacy

- Attitudes towards reading.
- Confidence delivering oral material.

Numeracy

- Improved Examination Attainment
- Confidence with regards Numeracy.
- Improving the confidence of our LCA students telling the time
- Improving the confidence of our Le Chéile students adding and subtracting 3 digit numbers without a calculator.
- Improving the confidence of our Le Cheile students adding measurements and units.

Attendance

- Decrease the overall Absence rate.
- Decrease the chronic absenteeism rate.
- Improve the % of students achieve a 90%+ attendance.

Retention

- The retention rate at Junior Cycle will be increased to 96%
- To increase a retention rate at Leaving Certificate to 88%

Examination Attainment

- Improving student grades in the Junior Cycle exams.
- Improving student grades in the Leaving Certificate.
- Increasing the number of Students doing Higher Level subjects in the Leaving Certificate
- Increasing the number of Leaving Certificate Students who will get 300 points or more.
- Increasing the amount of time spent studying outside of class time by students.

Transitions

- The proportion of students who proceed to higher and further education will increase.
- The percentage of students who feel confident with the transition from primary school to secondary school would increase.
- *To Increase the percentage of first year students who know a teacher/staff member that they could speak to if they have a problem, and know where to find that teacher.*
- To increase the awareness and understanding of the different levels and progression routes on the NFQ framework of our 3rd Year students by the beginning of Year 2 when they enter Senior Cycle.

Partnership with Parents

- Increasing the number of parents attending parent/teacher meetings on average across the year groups increase.
- Increasing the number of parents participating in HSCL based activities.
- Increasing the number of parents involved in the Parents Association.

Partnership with Others

- To compile a suitable bank of 10 local Employers to help reduce the number of students who do not participate in work experience as a requirement for either LCVP or Transition Year or LCA programmes, because they cannot find employment.
- To increase the College Awareness of our Junior Cycle students.

1.2 School Context

Coláiste Clavin is a Louth and Meath Education and Training Board school. It is a mixed multi-denominational school. Coláiste Clavin participates in DEIS, HSCL and SCP programmes. Students at Junior and Senior Cycle follow a core programme with a number of optional subjects. Coláiste Clavin also offers TY, LCA, LCVP and JCSP.

2. Findings

2.1 This is effective / very effective practice in our school

- **Literacy** – Sora app, JCSP Reading Challenge, reading for pleasure class designated for 1st year students weekly, DEAR, making oral presentations in class, teachers pre teaching key words and placing an emphasis on key words, group work and class discussion and a number of new books were purchased for JCSP students.
- **Numeracy** – Regular in class tests, and detailed feedback to advise on level, Manga High Game based learning to assist differentiation in Maths classes, and for SEN and Resource classes, dedicated smaller timetabled Maths classes in 5th and 6th year for students who are weak Ordinary level candidates to aid them, Teachers to go through marking schemes with students dividing up marks/time etc., SSFs have been developed for each student, which includes goals, strategies, and accommodations that change the way we measure the LCA target, targeted instruction in small groups or one-on-one sessions, using concrete manipulatives and visual aids to help students grasp the concepts of place value, regrouping, and carrying over, using scaffolding techniques such as modelling, guided practice, and gradual release of responsibility to help students build their confidence and independence in solving math problems, provide frequent opportunities for practice and review, including classwork, and games that reinforce the skills being taught, monitoring student progress regularly through formative assessments, such as observations, quizzes, and informal checks for understanding, to adjust instruction as needed and provide timely feedback to students and parents, collaboration with classroom teachers and parents, using real-life examples and hands-on activities to help students apply their understanding of measurement to everyday situations, teaching students how to read and interpret different types of measurement tools, such as rulers, thermometers, and scales, using technology tools, such as interactive whiteboards or apps, to enhance students' engagement and motivation in learning about measurement, student tracking test results using exam tracker in school journal, height measurement charts around the school, numeracy posters in classrooms on how to convert fractions to percentages and teachers giving results in fractions for the student to convert to percentages, clocks in the classrooms, teachers having a poster at hand on problem solving strategies, students counting money and using money in real life situations, and Numeracy Week.

- **Attendance** – E-portal used by all teachers in every class to monitor attendance, Rewards for LCA students for attendance, Teachers creating a positive classroom Environment that encourages attendance, text home when students are absent, technology used in the classroom to increase engagement and the skill set of students, Teachers sharing resources with students that are absent on their return, text home frequently when students arrive late for school, Teachers recording students that are late for class and detention when 3 lates in a week, Parents having ongoing access to e-portal, student assemblies outlining the importance of Attendance, Tutors and teachers encouraging attendance, wellbeing programme and wellbeing week, student late arrival book, follow up by Year Head with phone calls to parents in relation to serious student absences, Referrals to SCP, Guidance and HSCL.
- **Retention** – Projects and Groupwork within subjects, Learning Intentions and Success criteria within lessons, Technology in lessons to increase engagement, Student work will be on display in the classrooms, Retrieval Practice-Teachers to begin class by asking students what they learned last class? last week? last month? etc .whatever is appropriate within their own class context, Teachers will continue to positively support and build relationships with students who are regularly absent and will help facilitate their return by providing them with missed notes etc., teachers will differentiate for all students in their class through differentiated questioning, differentiated assessment, groupwork, and differentiating homework as required, provision of a transition programme for first year students with the addition of a Colaiste Clavin transition booklet, Summer Transition programme: was provided for incoming targeted students for two weeks in August, whole School Meals, Extra Curricular Activities, JCSP Strategies, Provision JCSP, TY, L2LP and LCVP programmes, Care Team weekly meeting to discuss vulnerable students, who may be at risk of leaving school early, Reduced/individualised timetables: were provided for students suffering with mental health issues and only where it was recommended by CAMHS or another professional body, Management weekly meeting to discuss vulnerable students who may be at risk of leaving school early, Annual School Initiatives. Counselling/ Counsellor, Le Cheile, 5th Year Mentor System: Mentors were trained up and were facilitated to engage with 1st years during the year, SCP Referral, One to One Support for parents, assistance and rewards given to students: LCA reward system: Implemented weekly after Easter for most improved attender and best participation.
- **Examination Attainment**- AFL sheet to be put on all Christmas and Summer tests, College Awareness Week, regular class tests and in-house November and May Assessments, Teachers to encourage students to use the BUG technique to increase examination attainment, Teachers to highlight for students how CBA'S will help with college presentations and workplace presentations in the future.

- **Transitions-** To continue to develop the Access Route/Hear/Dare programmes to target 5TH and 6TH year students, One to one guidance session with Guidance Counsellor in both 5th and 6th year for all students, Information Nights on subject information in advance of subject choice for 3rd Year/TY students and 6th class primary students, Open Night for Potential 1st Year students and their parents, Entrance Exams for Potential 1st Year Students, Summer Transition Programme, Teachers to help students develop organisational skills within their subject, have a positive classroom environment, guidance class with Guidance teacher for on rotation throughout the year, Tutor time each day with support of mentors, Transition Booklet for 1st Year Students,
- **Partnership with Parents-** Home visits, phone calls, and texts as the need arises, Information talks for the parents/guardians of incoming 1st year students, Text a parent when their child is absent from school, Role of the HSCL in acting as a link person with the school and providing parents with support/advice on ongoing basis, JCSP meeting in October each year for first year parents. JCSP Celebration each year for all JCSP parents to attend, Improving communication via twitter and school website, showing photographs and details of events happening in school. Communication through school App, and Using the school journal and e-portal to communicate with parents.
- **Partnership with Others-** engaging with the local employers who had our students on work experience, engaging with the wider community through social media, twitter, maintained links with local agricultural businesses, including Cullentra Farm, maintained links with our local community Garda and associated JLO and GYDP, Links with our parents association to encourage them to attend meetings., Phone Call/Text/Letter to parents of students that did not return work experience documentation, making contact with various agencies, businesses, colleges etc and inviting speakers to our school..

2.2 This is how we know

- **Literacy** – When students were surveyed, we found out that we had not increased the number of students who enjoyed reading but our 1st year students have a much higher incidence of enjoyment of reading compared to 2nd year students. suggesting the JCSP reading challenge, SORA app and DEAR is working reasonably well. In 2022/2023 students did not increase their confidence in delivering content orally according to our surveys, but it was only narrowly missed by 1% and did show improvement. Teachers encouraging students to deliver more oral presentations and CBAS are helping to achieve this target.
- **Numeracy** - Some students are using tracking facility in their journal regularly, which we have seen, and teachers are also giving an average mark for the class which students are also tracking. In 2022/2023 we aimed to decrease the % of Leaving Certificate students sitting the Foundation Level Exam but this was not achieved this year, but we have new measures in place to help achieve this next year. Our other targets were also missed but

changed the way we measure the LCA time target as having different students in on a certain day can affect the figure gotten, and it would be better to monitor individual results instead perhaps.

- **Attendance** – Our three Attendance targets were not achieved this year, but we feel Covid isolation rules has a part to play.
- **Examination Attainment**- We did not achieve the percentage of 0% students getting less than 5 Achieved in the JC but we are very close at 1%. We achieved our second target of improving our Leaving Certificate grades. We also achieved our 3rd target of increasing the number of students who sit Higher level in the LC. We achieved our 4th target of increasing the number of students who got 300 points and over and we achieved our 5th target of increasing the time spent studying by students.
- **Transitions**- We well increased the proportion of students who proceeded to higher and further education in Year 1. We also increased our second target for the percentage of first year students who know a teacher/staff member that they could speak to if they have a problem, and know where to find that teacher. We also increased the awareness and understanding of the different levels and progression routes on the NFQ framework of our 3rd Year students when they enter Senior Cycle.
- **Partnership with Parents**- Our first target was that the number of parents attending parent/teacher meetings would on average across the year groups go from 75% to 77% in Year 1. This was achieved in Year 1 as the rate was at 84.6%
- Target 2 That the percentage number of parents of targeted students participating in HSCL based activities would increase was not achieved and was quite disappointing.
- Target 3. That the number of parents involved in the parents' association would increase from 3% to 4% in Year 1. We had 8 parents in Year 1 and this amounted to 2% resulting in this target not being achieved.
- **Partnership with Others**- We have more than 10 local employers in our bank of employers so our first target was achieved. *We have excelled in achieving the target of raising the college awareness of our Junior Cycle students*
- **Wellbeing**: · A large number of extracurricular events took place this year throughout the school community encouraging attendance and retention. Positive quotes are now posted on each door and is helping to promote positive relationships within the school. Wellbeing programme and annual events continue to grow. Successful College Awareness week encouraging attendance, retention and progression. Tracking of results and class average in journal is proving useful.

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

- **Literacy** - For the 2nd year of the plan we will look at measures to address the fact that our first year students going into 2nd year have a higher enjoyment rate than our second years going into 3rd year as well as looking to maintain interest in those going into 2nd year. For target 2 the areas in which students feel confident did not change over the course of the year. This is something which we should look at for year 2 of the plan. Continue to implement the BUG technique – as 47% of students surveyed said the area

of literacy they find most difficult is 'understanding questions. Continue working on building student confidence in standing up and making an oral presentation to the class. Book in a Bag – DEAR time should be implemented at a time when the whole school – staff and students stop and read.

- **Numeracy** – Students will continue tracking exam results and average class grades in the exam tracker in their journals, teachers will continue to give test results back in fractions, JCSP students will complete Number Millionaire, Change the way we measure the LCA time target as having different students in on a certain day can affect the figure gotten, and it would be better to monitor individual results instead.
- **Attendance** – Tracking of Attendance, Accuracy of E-portal by teachers taking registration, Working of the Attendance Committee with regards to the Attendance officer getting access to attendance records, Despite the efforts made by the school regarding serial non-attenders it sometimes proves very difficult to make progress in the area of EWO referrals which is out of our control, new Initiatives/Rewards for Attendance, Tutor to have a greater role in encouraging attendance. We really need to improve Attendance this year and will need to put a huge focus on this.
- **Examination Attainment**- Put in place supports to motivate students such as study skills workshops, JCSP Celebration: Make this a bigger event with more presentations on display, try to encourage more parents to attend. Parent Visit to Third Level College Study Skills for parent. Team Teaching assisting students to improve educational attainment where resources, Teachers to implement the practice of AFL, use the retrieval practice, give students time to respond to written feedback, use class questioning or the Exit strategy, New role of Attainment Co-Ordinator to help improve examination attainment in our school by tracking year group in-house exams, Positive Re-enforcement Co-Ordinator to help improve attainment.
- **Transitions**- More Speakers coming to the school or finding new ways of connecting with them. Encourage fifth year students to attend college open days and notify students when these occur on the guidance website and guidance noticeboard. Encouraging 3rd year students to consider T.Y. Introducing timetabled classes for 3rd Years in Guidance - This will allow students to make more informed decisions when it comes to subject choice for 5th year as well as progression to TY, LCA and 5th Year. Eirquest for testing for 3rd years to help them make informed subject choice. First Year Transitions Survey and 5th Year Guidance Classes. Transition Co-ordinator to help transition students who join the school during the school year. As part of the College Awareness Week ask each teacher to engage in conversation about their studies/college course/college experience etc.

- **Partnership with Parents-** Text a parent when their child is absent from school, putting positive notes on e-portal for students to communicate their positive contributions for parents/guardians, offering various HSCL courses throughout the school year. Encouraging more parents/guardians to attend the JCSP celebration. Encouraging more parents to attend courses or do online ones, particularly in numeracy courses. Introduce more online courses for parents in year 2.
- **Partnership with Others-** Engaging with the local employers who had our students on work experience. Engaging with the wider community through social media, twitter.
- **Wellbeing-** Wellbeing will be a focus for this coming year 2023-2024. Wellbeing in Education Framework for Practice. It is a multicomponent approach to wellbeing promotion to ensure that all areas of wellbeing are promoted in school. The four areas are as follows: Culture and Environment, Curriculum, Relationships and Partnerships and Policy and Planning. Retrieval practice needs to be further embedded into classroom practices across the school community. Use of AFL strategies such as exit slips will give students a sense of voice and will give teachers a greater understanding of the needs of all students. Attendance drive needed to encourage regular attendance. · Wellbeing programme during tutorial time to be implemented on more sustained basis. Positive feedback through eportal and journals needs to be more regular.

2.4 This is what you can do to help:

- Encourage your child to attend school regularly and punctually.
- If your child is absent, please contact the school to explain their absence using the school app.
- Promote a positive attitude towards reading at home and encourage reading for enjoyment.
- Make links with numeracy at home while carrying out everyday activities; weighing, measuring, telling the time etc. and draw your child's attention to these.
- Encourage your child to do Higher level in their subjects where possible, and ensure your child reaches their full potential.
- Encourage your child to consider all options including further and higher education, apprenticeships, and traineeships on leaving school.
- Attend parent teacher meetings.
- Sign the school journal weekly.
- Join the Parents Association to help support our school. Consider enrolling in a Home School Community Liaison course, and contact our HSCL officer, Ms. Coyne if interested.
- Ensure your child participates in the required work experience for TY, LCA and LCV.

- Consider offering work experience placements for students in our school if you are in a position to do so and help increase our bank of local Employers.
- Complete the wellbeing survey when it is distributed.