



NORTH WICKLOW
EDUCATE TOGETHER
SECONDARY SCHOOL

OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN

In the last year, we have looked at learning and teaching in our school to find out what we are doing well. This is what we discovered:

The standard of teaching in the Science department is 'excellent' according to the DES inspection report.

We have made a big improvement in the area of differentiation (ensuring progress by all students in all classes) which emerged as a key concern for our staff at the start of the school year. We engaged in peer-to-peer observation, shared best practice, published a collaborative document and engaged in professional conversations.

We have continued to provide excellent task-based feedback in reports.

We introduced a 10 week paired-reading project with students to support literacy.

We clarified the work of the Additional Educational Needs department and have focused resources on a needs basis using the NCSE continuum of support. This linked with our work on differentiation.

Our subject department planning is of a high standard.

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

The Science inspection was read by the BOM and staff and will inform practice in other subject areas.

We continued to allocate a significant time to allowing students to reflect on their learning. Through this process, we identified a need to mentor students. In 2018/ 2019, we have allocated professional time to teachers to mentor groups of students. The aim will be to help students to track their progress more successfully.

We looked at our use of Schoology as a staff and committed to using it as our online learning platform. Professional learning community meetings took place to share good practice. We now need to work to make sure that all students, parents, guardians and carers are accessing this.

We need to continue our work on assessment so that the excellent practices we identified become part of our culture.

This is what we are now going to work on:

We need to be clearer with students and parents, guardians and carers about the importance of homework in all subjects.

We need to be clearer about the use of the school journal so that all students and all teachers understand its purpose.

We need to improve the attendance of a small number of students.

We are going to begin working on our Transition Year programme for 2019/ 2020.

This is what you can do to help:

Ask your child what they are doing at school and talk to them about what happens there.

Come to school events with your child even if they are not directly involved.

Support the school in applying its code of positive behaviour, the core purpose of which is to support and encourage learning and teaching.

Expect the best of your child.

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 **162** school days, from Monday 29th August 2016 until Friday 2nd June 2017. Our school week is **28** hours long. This was because of two significant weather events.

The Department sets out a **standardised school year and school holidays**.

This year we took all our school holidays within the permitted time. **YES / NO**

The Department sets out arrangements for **parent/teacher meetings and staff meetings**.

This year we had **2** parent/teacher meetings and **9** 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 / NO**

All teachers know about the *Procedures* and we have told all parents about them and how we follow them. **YES / NO**

Our Designated Liaison Person (DLP) is Jonathan Browner (Principal) and our Deputy DLP is Pádraig Conaty (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 / NO**

We reviewed (and updated) our admissions policy on: **October 2017.**

We keep accurate attendance records and report them as required. **YES / NO**

We encourage high attendance in the following ways:

By notifying parents by text if their child is late, by tracking attendance and lateness regularly and by highlighting the issue in care team meetings and at school assembly.

This is how you can help:

By recognising that a partnership between home and school is key to success for students.
By supporting the school in making sure that your child is always on time and that they never miss school unnecessarily.

Positive behaviour for a happy school

The Department requires schools to have a code of positive behaviour, and asks us to consult parents and students about it. We do this. **YES / NO**

Our code of positive behaviour describes and supports positive behaviour. **YES / NO**

We have a very clear and high-profile anti-bullying policy in our school. **YES / NO**