SCHOOL SELF-EVALUATION REPORT AND IMPROVEMENT PLAN

2018/19

NORTH WICKLOW
EDUCATE TOGETHER
SECONDARY SCHOOL

Our Self-Evaluation Report and Improvement Plan

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to move from effective to highly effective.

Section 1: Introduction

1.1 Outcomes of our last improvement plan from 2017 to 2018 in relation to Whole School Literacy.

The Paired Reading Initiative : During the last school year, the NEPS approved paired reading initiative took place at the school. CAT scores, attendance records and clan tutor feedback were considered when creating the pairings. The initiative took place successfully over 10 sessions. An evaluation of the process with the relevant students focused on the timing of the sessions and the environment in which they took place. This feedback will inform next year's planning of the paired reading initiative.

Writers Week: Writers week took place at the school over the first week of April. During this week, seventeen workshops and presentations took place. These were presented by a number of journalists, poets, script-writers and authors. All year groups at the school had an opportunity to engage with these workshops and presentations.

Whole School Marking Code: Throughout the year, the English Department trialled a marking code. Since then, feedback has been received and the code has subsequently been altered. Members of staff have been invited to add subject specific content before this goes out as a whole school marking code in September 2019.

Vocabulary Enrichment Programme: All First Year (Please amend throughout)English students took part in sixteen sessions of the Vocabulary Enrichment Programme. Teachers and students judged this to be a success and it will now become part of the English First Year departmental planning schedule.

Testing Scores: Over the past school year, all First Years were tested using the Cognitive Abilities Test (CAT). Discussions are currently taking place in relation to moving to attainment based test forms such as the NGRT and PTM2 for 2019/20. Attainment based test forms (may help further to measure the progress of our students and the effect which some of the above strategies are having.

1.2 The focus of this evaluation-2018/2019
We undertook a self-evaluation of teaching and learning during the period of October 2018 to January 2019 during which time we evaluated the following aspect of teaching and learning:
- Behaviour for Learning

Section 2: Findings

2.1 Strengths

From our findings it is clear that in terms of teaching and learning our school has a number of strengths.

- The vast majority of students at our school display an enthusiasm and an enjoyment for learning.
- The vast majority of interactions in classrooms between the teachers and students are respectful and positive.
- There is a high number of active teaching strategies being experienced by students.
- Many students cite their relationship with the teacher as a key factor in their enjoyment of the learning.

This is how we know about our strengths:

Research Type	Summarised Findings
Teacher Survey	The vast majority of teachers at our school feel that nearly all of our students display an enthusiasm and an enjoyment for the learning. The vast majority of teachers feel that interactions in classrooms, in our school, between the teachers and students are respectful and positive.
SNA Survey	The vast majority of SNA's at our school believe that interactions in classrooms between teachers and students are respectful and positive.
Student Focus Group 1-students with a low number of referrals.	The vast majority of students in focus group 1 enjoy learning at the school. This group feel that their relationships with teachers are excellent and that this factor contributes significantly to their enjoyment in the learning. This group believe that teachers use lots of interesting strategies to assist in the learning.
Student Focus Group 2-students with a high number of referrals.	The majority of students in focus group 2 enjoy learning at the school. They feel in the majority of cases their relationship with the teacher is positive and this contributes to their enjoyment in the learning.
Parent Focus Group	The vast majority of parents feel that teachers at our school are 'amazing' and that they use a range of strategies to assist in the learning. Parents commented on how successful the school is when it comes to prioritising the relationship and using restorative practice.

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2.2 Areas which we are attempting to make highly effective (LAOS)

From our findings it is clear that in terms of teaching and learning we have a number of areas which we can make more effective. Below are our 3 broad aims which are taken directly from LAOS.

- **LAOS Statement 1**: Students experiences as learners reflect consistently well on how the code of behaviour is understood and implemented.
  Aim 1: We aim to ensure that students at our school have a greater understanding of our Code of Positive Behaviour and how it is implemented.

- **LAOS Statement 2**: Relations and interactions in classrooms and learning areas create and sustain a co-operative affirming and productive learning environment.
  Aim 2: In the hope of making our learning environment more productive, we aim to further promote positive interactions in the corridors and in other learning areas.

- **LAOS Statement 3**: Students have the skills to modify and adapt their behaviour when required and recognise the need to do so themselves.
  Aim 3: We aim to provide students with better skills and the knowledge to modify and adapt their behaviour when required.

2.3. This is how we know and this is why we have chosen these areas.

Research Type	Summarised Findings	Links to LAOS Statements and Aims (listed above)
Teacher Survey	The vast majority of teacher's feel that interactions on the corridors and other learning areas were not as good as those in the classroom.	LAOS Statement 2/Aim 2
	The vast majority of teachers feel that there are a small number of students who cannot adapt their behaviour for the necessary learning to take place when required.	LAOS Statement 3/Aim 3
SNA Survey	The majority of SNA's believe that interactions on the corridors and in other learning areas were not as good as those in the classroom.	LAOS Statement 2/Aim 2
	All SNA's in the survey feel that we need to explain our Code of Positive behaviour better to students.	LAOS Statement 1/Aim 1
	The vast majority of SNA's in the survey feel that we need to have	LAOS Statement 1 and 3/Aim 1 and 3

	more explicitly defined rewards and sanctions.	
Student Focus Group 1	The vast majority of students in this group did not know about our Positive Code of Behaviour.	LAOS Statement 1/Aim 1
	The vast majority of students in this group believe that there is not enough clarity surrounding rewards and sanctions.	LAOS Statement 1 and 3/Aim 1 and 3
	All students in focus group 1 feel that classroom behaviour is better than behaviour on the corridors and in other learning areas.	LAOS Statement 2/Aim 2
Student Focus Group 2	The vast majority in the group did not know about our Positive Code of Behaviour.	LAOS Statement 1/Aim 1
	All students in this group believe that there is not enough clarity surrounding rewards and sanctions.	LAOS Statement 1/Aim 1
	All students in focus group 2 feel that classroom behaviour is better than behaviour on the corridors and in other learning areas.	
Parent Focus Group	The majority of parents in the group feel that when it comes to the learning environment regarding other learning areas (not in the classroom), the school is at a disadvantage due to our current premises. This is impacting behaviour in the school yard and in the corridors.	LAOS Statement 2/Aim 2
	The majority of parents in the group feel that we need to have a more clearly defined rewards and sanctions system.	LAOS Statement 3/Aim 3

Section 3: Our Improvement Plan

In this section we have recorded:
- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:
- The **progress** made, the **adjustments** made, and **when** have been made**.**
- **Achievement of targets** (original and modified), and **whe**

Our Improvement Plan

Timeframe of this improvement plan is from March 2019 to May 2020

Targets (based on LAOS)	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
1: We aim to ensure that students at our school have a greater understanding of our Code of Positive Behaviour and how it is implemented.	1A: In order to analyse a different Code of Behaviour and a rewards/sanctions system, visit and collaborate with another Educate Together Secondary School. Democratically and continuously tweak this newly developed system up until May 2020.	Paul/Mick	**LAOS Statement of Highly Effective Practice**- Students experiences as learners reflect consistently well on how the code of behaviour is understood and implemented.	20/4/19: VSWare points system developed at the school with clear rewards and sanctions. An initial evaluation has taken place. 1/5/19: Some adjustments made to dropdown categories based on feedback from teachers. A further evaluation to take place at the end of the school year 2019/20.	Progress ongoing until May 2020. See Appendix A for review of new points system.
	1B: Create a student friendly version of the Code of Positive Behaviour. Ensure that this is included in the journal for 2019/20.	Mick	**LAOS Statement of Highly Effective Practice**- Students experiences as learners reflect consistently well on how the code of behaviour is understood and implemented.	Student Friendly version of the code developed and added to the school journal for 2018/19.	Target met. See Appendix B.
	1C: Dedicate an assembly at the start of the year to understanding the Positive Code of Behaviour. Revisit this topic once more in January.	Year Coordinators	**LAOS Statement of Highly Effective Practice**- Students experiences as learners reflect consistently well on how the code of behaviour is understood and implemented.	Not yet due.	Due for August 2019.
	1D: Work with an artist to create a number of cartoons which will act as a visual roleplay for school expectations in terms of behaviour for learning. Develop these for print and post throughout the school.	Mick	**LAOS Statement of Highly Effective Practice**- Students experiences as learners reflect consistently well on how the code of behaviour is understood and implemented.	Partly complete.	Due for August 2019.
2: In the hope of making our learning environment highly effective, we aim to further promote positive	2A: Develop a clearly defined charter in relation to 'other learning areas'. This should include expectations in relation to each communal learning area.	Neil and Emer	**LAOS Statement of Highly Effective Practice:** Relations and interactions in classrooms and learning areas create and sustain a co-operative affirming and productive learning environment.	Work on this to start early in the 2019/20 school year.	School Year 2019/20

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interactions in the corridors and in other learning areas.	2B: Revisit this charter regularly with students at assemblies.	Year Coordinators	**LAOS Statement of Highly Effective Practice:** Relations and interactions in classrooms and learning areas create and sustain a co-operative affirming and productive learning environment.	Will take place once the charter has been created.	
3: We aim to provide students with better skills and the knowledge to modify and adapt their behaviour when required.	Identify a small group of students who need assistance with this area. Attempt to access this problem through the NBSS Behaviour for Learning Programme.	Aisling	**LAOS Statement of Highly Effective Practice**: Students have the skills to modify and adapt their behaviour when required and recognise the need to do so themselves.	Ongoing	Report back in May 2020
	Develop clearly defined rewards and sanctions as part of the new Vsware points system.	SSE Team	**LAOS Statement of Highly Effective Practice**: Students have the skills to modify and adapt their behaviour when required and recognise the need to do so themselves.	Students are aware that -5 points leads to a CS. Rewards were offered at the end of the Summer term 2019. These linked to our new Vsware system. Students were rewarded for effort, creativity and kindness. There was an award for a point leader in each clan.	See Appendix C.

The Improvement Plan is an online and live document which the SSE team has editing access to. It will be updated regularly. The above is a snapshot from June 2019

APPENDIX A: Evaluation 1 of our new Vsware rewards and sanctions system.

Month	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Positive behaviour recorded	7	7	16	14	20	13	43	545	381
Negative behaviour recorded	203	240	286	191	311	176	223	365	362
Net behaviour	-196	-233	-270	-176	-291	-163	-180	180	19

Analysis
- Since the changes took place on April 1st, net behaviour has improved significantly.
- Teachers are using vsware more to record both positive and negative student behaviour.
- A qualitative sample was taken on May 20th. Of the 12 students sampled, 9 students reported that the new system has brought about an improvement in student behaviour, particularly for low level disruption. 3 students reported that there was no change. 0 students felt that behaviour was worse as a result of the changes. Of the 3 who reported no change, all felt that the new system has only affected change for students who regularly misbehave. It is worth noting than all of the 3 have exemplary classroom behaviour.
- The SEN department feel that the clarity brought about by the new system is helping students who have an ASD diagnosis.

APPENDIX B: A more accessible Code of Positive Behaviour for Students to access.

The code aims to ensure that there is a positive learning atmosphere throughout our school in which students are able to LEARN and teachers are able to TEACH.		
THE STUDENT FRIENDLY CODE OF POSITIVE BEHAVIOUR		
We Value Effort	**We Value Kindness**	**We Value Creativity**
Completing a piece of work to the best of your ability.	Trying to involve others in your groupwork.	Having a creative idea.
Full participation for the duration of the lesson.	Helping another student or a member of staff. Being polite.	Demonstrating creativity in a piece of work.
Other examples which demonstrate exceptional effort on behalf of the student.	*Other examples which demonstrate exceptional kindness on behalf of the student.*	*Other examples which demonstrate exceptional creativity on behalf of the student.*

The code aims to ensure that there is a positive learning atmosphere throughout our school in which students are free to LEARN and teachers are able to TEACH.

THE STUDENT FRIENDLY CODE OF POSITIVE BEHAVIOUR

Minor Breaches	More Serious Breaches	Major breaches
Talking out of turn.	Rudeness to a member of staff.	Smoking.
Littering.	First time bullying (as defined by our anti-bullying charter).	Aggressive behaviour-physical and/or verbal.
Not having a journal (to be entered once a day only).	Small scale vandalism.	Bullying (as defined by our ant-bullying charter).
Not having the relevant equipment.	Throwing equipment in a classroom.	Serious vandalism of property belonging to the school or another student.
Disrupting learning (low level).	Inappropriate use of the equipment in a practical class.	Theft.
Late for school or for class without a reasonable excuse.	Repeated low level disruption-after multiple warnings.	Direct Defiance: Examples include refusing to hand up a phone or leaving class without permission.
Other minor breaches not defined by the above examples.	*Other more serious breaches not defined by the above examples.*	*Other major breaches not defined by the above examples.*

APPENDIX C: The vast majority of our school awards now link to our new Vsware rewards and sanctions system.

1) **School Awards as voted by Members of Staff:**

Award Name	The Spirit of the School Award: A student who lives the values of NWETSS. This student shows kindness to everyone, strives for justice and takes responsibility. Through these actions the student creates a sense of community. Please nominate a student for this award.
Winner	

Award Name	The Most Improved Award X2: A student who has made a dramatic improvement in behaviour and, or school performance. Please nominate a student for this award.
Winner	

Award Name	The Stealth Award X2: A student who always does his or her best but for some reason these efforts are often under the radar of staff and unnoticed. Please nominate a student for this award.
Winner	

2) **School Awards from Vsware Data:**

Award Name	School Effort winner. This award is based on Vsware data.
Winner	

Award Name	School Kindness winner. This award is based on Vsware data.
Winner	

Award Name	School Creativity winner. This award is based on Vsware data.
Winner	

3) Clan Awards from Vsware Data:

Award Name	Emer's overall Effort/Kindness/Creativity winner. This is based on Vsware data.
Winner	

Award Name	Paul's overall Effort/Kindness/Creativity winner. This is based on Vsware data.
Winner	

Award Name	Dara's overall Effort/Kindness/Creativity winner. This is based on Vsware data.
Winner	

Award Name	Niamh's overall Effort/Kindness/Creativity winner. This is based on Vsware data.
Winner	

Award Name	Lorraines's overall Effort/Kindness/Creativity winner. This is based on Vsware data.
Winner	

Award Name	Beartla's overall Effort/Kindness/Creativity winner. This is based on Vsware data.
Winner	

Award Name	Leona's overall Effort/Kindness/Creativity winner. This is based on Vsware data.
Winner	

Award Name	Lindy's overall Effort/Kindness/Creativity winner. This is based on Vsware data.
Winner	

Award Name	Martina's overall Effort/Kindness/Creativity winner. This is based on Vsware data.
Winner	

APPENDIX D: Legislative and Regulatory Checklist

Appendix to School Self-Evaluation Report: legislative and regulatory checklist (Post-Primary)
This is not an exhaustive checklist. It is intended to assist the board of management in carrying out its leadership and management responsibilities and functions, as set out in the Education Act (1998), and within the context of its own school. The completed checklist will contain sensitive information and should be treated as confidential.

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
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	☒ Yes ☐ No ☒ Yes ☐ No	
Standardisation of school year	Circular 0009/2017	☒ Yes ☐ No	
Procedures for submission of data returns to the Department	Circular 0038/2014 DTR returns procedures information, updated annually on education.ie Pod and PPOD	☒ Yes ☐ No	
Repeating a year – conditions to be met	M2/95	☒ Yes ☐ No	
Annual returns to Tusla on attendance, suspension and exclusion	Section 21 Education (Welfare) Act 2000	☒ Yes ☐ No	
Implementation of national agreement regarding additional time requirement	Circular 0043/2014 Circular 0045/2016, points 21-25	☒ Yes ☐ No	
Development of school plan	Section 21 Education Act 1998	☒ Yes ☐ No	Note that this is an ongoing process.
Engagement with school self-evaluation process	Circular 0040/2016	☒ Yes ☐ No	
Whole-school guidance plan	Section 21 Education Act 1998, Section 21 Education Act 1998, Circulars 10,11,12/2017	☒ Yes ☐ No	

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Guidance provision in post-primary schools	Section 9(c), Education Act 1998, Circular PPT12/05, Circulars 10,11,12/2017	☒ Yes ☐ No	
Exemption from the study of Irish	Circular M10/94	☒ Yes ☐ No	
Implementation of national literacy and numeracy strategy	Circular 25/2012, Circular 42/2015, Interim Review and New Targets (2017, DES)	☒ Yes ☐ No	
Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19	Circular 0015/2017	☒ Yes ☐ No	
In-school management structures	Part V Education Act 1998, 0003/2018	☒ Yes ☐ No	
Approved allocation of teaching posts for 2018/19	Circulars 0007, 0008, 0009/2018	☒ Yes ☐ No	
Leadership and management posts	Circular 0003/2018	☒ Yes ☐ No	
Parents as partners in education	Circular M27/91	☒ Yes ☐ No	
Digital Strategy and Grant Scheme for ICT Infrastructure	Circular 0001/2017 and 0011/2018 Digital Learning Plan Use of the Digital Learning Framework	☒ Yes ☐ No ☒ Yes ☐ No ☒ Yes ☐ No	The digital learning plan is not finalised.
Implementation of Child Protection Procedures 2017	Circular 0081/2017 Please record the following information in relation to child protection as reported to the board	☒ Yes ☐ No	

	Child Protection Oversight Report presented at each board meeting	☒ Yes ☐ No	
	Number of reports submitted by the DLP to Tusla and reported to the board		
	Number of cases where the DLP sought advice from Tusla and as a result of this advice, no report was made		
	Number of cases where a mandated person other than the DLP made a report to Tusla and notified the DLP		

| Implementation of vetting requirements | National Vetting Bureau (Children and Vulnerable Persons) Act 2012
Circular 0026/2015 | ☒ Yes ☐ No | |

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
	Circular 0016/2017: Statutory Requirements for Retrospective Vetting Child Protection Procedures 2017		
Implementation of complaints procedure as appropriate	Section 28 Education Act 1998 Please record the following information in relation to complaints made by parents during this school year	☒ Yes ☐ No	
	Number of formal parental complaints received	0	
	Number of formal complaints processed	0	
	Number of formal complaints not fully processed by the end of this school year	0	
Refusal to enrol	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year	☒ Yes ☐ No	
	Number of section 29 cases taken against the school	0	
	Number of cases processed at informal stage	0	
	Number of cases heard	0	
	Number of appeals upheld	0	
	Number of appeals dismissed	0	
Suspension of students	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year	☒ Yes ☐ No	

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?		If no, indicate aspects to be developed
	Number of section 29 cases taken against the school	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed			
Expulsion of students	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year	☒ Yes ☐ No		
	Number of section 29 cases taken against the school	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	0		