



Coláiste Chiaráin

2021/2022

School Self-Evaluation (SSE) Report

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

- We engaged in a improved feedback and engagement with online Parent/student/teacher meetings, progress reports and online feedback via google classroom
- Improved formal assessment practice with examination groups
- Teacher communicate high expectations for students on a regular basis
- Students progress is tracked more efficiently using our new academic tracking system

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

- Including SSE in the agenda of every staff meeting
- We collected data from parents, staff and students

- We engaged in consultation on the transition to one-hour classes to improve teaching and learning; allowing greater class time for student-teacher feedback
- PDST SSE and Inspectorate support to review and engage with SSE
- SSE team meetings to review and plan

This is what we are going to work on for 2022/23

Area 1

The introduction of the one hour classes at the beginning of the new school year 2022/2023 to improve engagement in learning and active teaching:

- A more balanced approach to homework
- More opportunities for teachers and students to engage in feedback on teaching and learning
- More efficient use of ICT in the classroom
- Increased use of active teaching and learning methodologies

Area 2

Continuation of Focus for 2021/22

Assessment and Reporting: constructive feedback and engagement

- Parent/student/teacher meetings:
- Term Reports - constructive comments
- Academic tracking: Communicating high expectations
- Providing a comprehensive and progressive picture of students attainment
- Outline areas for improvement
- Students' achievement in summative assessments using the correct descriptors e.g. in line with expectation, above expectations etc.

This is what you can do to help:

- Read the feedback offered by teachers.
- Engage in conversations about their learning with your son/daughter, especially in relation to the change to one-hour classes
- Encourage your son/daughter to reflect on the quality of their work and their level of effort and achievement.
- Encourage your son/daughter to achieve his/her potential in all curricular areas.
- Engage in conversations with your son/daughter about goal setting, revision planning and reviewing performance/attainment.

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 **166 school days** (due to extra public holiday)

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

This year we took all our school holidays within the permitted time. **YES**

The Department sets out arrangements for parent/teacher meetings and staff meetings. This year we had **six online parent/teacher meetings** and six 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**

All teachers know about the Procedures and we have told all parents about them and how we follow them. **YES**

Our Designated Liaison Person (DLP) is **Brendan Waldron**
and our Deputy DLP is **Marguerite Quinlan**

All staff have completed the child protection training as required. We have completed and published the Child Safeguarding Statement and Risk Assessment

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**

We reviewed (and updated) our admissions policy on: **08/09/2022**

We keep accurate attendance records and report them as required. **YES**

We encourage high attendance in the following ways:

- Regular encouragement of attendance by teachers, year heads.

- Links associated with attendance and school attainment reinforced
- Certificates for full and “one-day missed” attendance are presented to students.
- Year Heads and the HCSL promote attendance at assemblies, parent teacher meeting and individually with students at risk.
- The Deputy Principal tracks the attendance records of the students on a weekly basis. This helps to identify, at an early stage, students who are at risk of developing school attendance problems.
- The HCSL meets with the students and/or the Parents/Guardians who may be at risk to encourage them to attend.
- In consultation with Year Heads and School Management, the school may invite the parents/guardians to the school, to discuss and attempt to resolve any difficulties or impediments to their regular attendance at school.
- Regular meetings are held to discuss students identified as having poor attendance. The meetings may involve Year Head, Deputy Principal, HCSL or SCP.
- After 10 days absence, contact is made by the school to the students’ home, followed a letter is sent to the parents/guardians by the school and/or a home visit is scheduled on behalf of the school by the HCSL.
- After 20 days absence, a letter is sent by the school to the parents/guardians of students under 16 to inform them of the school’s obligation to inform the TUSLA and inviting them to the school to discuss the situation if they wish and/or arrange a home visit.