



Loreto Abbey Dalkey
Report on the School Self Evaluation Process
January 2018-October 2019

Report on our progress on Teachers' Collective/Collaborative Practice (Domain 4: Standard 3) page 21, as outlined in the School Improvement Plan published in January 2018 and reviewed in October 2019.

Section A:

Following a review of our School Improvement Plan, in October 2019, progress was made in the following areas:

- The current Assessment Policy (2015) was reviewed and will be presented to the Board for adoption in the second term (2019/2020).
- A review of the use of the Read, Reflect and Respond sticker was undertaken. Staff and students completed an online survey. The results indicated that while students could see how work might improve when corrected by the teacher (90%), only 20% had used the "Read, Reflect and Respond" sticker. This finding was supported by the results of the staff survey. Following an analysis of the reasons as to why the sticker is not proving useful, it was decided that on the return of homework, the student would be given time to respond in writing to the formative comments of the teacher. Such responses will be noted on their own work.
- Following an analysis of the Summer Reports (June 2019) and the Autumn Reports (2019), it is evident that a significant majority of staff are now writing formative comments on reports.
- The SLAR (Subject Leaving and Assessment Review) meetings took place in Junior Cycle subjects introduced for 2nd and 3rd years.
- Senior cycle students completed Self-Reflection sheets recording and commenting on their academic progress. These sheets formed the basis for a conversation at the Parent Teacher Meeting between the student, parent and teacher.

Our Focus for 2019-2022

A recommendation from the WSE/MLL process published in April 2019 focused on formative assessment and differentiation.

"Senior management and staff should further develop formative assessment and differentiation practices by engaging in continuing professional development (CPD) and building on the highly effective practice observed in some lessons"

As a result, it was decided to address Teachers Individual Practice (Domain 3: Standard 3) with particular reference to achieving the following level of highly effective practice-*"Teachers meaningfully differentiate content and activities in order to ensure that all students are challenged by the learning activities and experience success as learners"*.

Section B:

Additional Information about how we are carrying out our work and about what the Department of Education and Skills requires us to do
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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 167 school days from August 28th 2018. Our school week is 28 hours.

The Department sets out a standardised school year and school holidays. This year, we took all our school holidays within the permitted time.

The Department sets out arrangements for parent/teacher meetings and staff meetings. All meetings were held in accordance with D.E.S. regulations.

Looking after the students in our school:

The Department requires schools to follow the Child Protection Procedures that it has set down. The Child Protection Risk Assessment was conducted and the Child Safeguarding Statement was published in accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements. The Board of Management of Loreto Abbey Secondary School, Dalkey, having adopted these procedures on February 26th 2018, reviewed them on February 28th 2019. All teachers know about the Procedures and we have advised all parents about them and how we follow them. Our Designated Liaison Person (DLP) is Mr. Robert Dunne and our Deputy Designated Liaison Person (DDL) is Ms Marie Breen.

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. We reviewed and updated our Admissions Policy on 28th February 2019. We keep accurate attendance records and report them as required. We encourage high attendance in the following ways:

- Good attendance is promoted in Loreto Abbey by a culture of high expectations, encouraging each student to take responsibility for her own learning and achieve her full potential through regular presence in class.
- Students are made aware of the incremental nature of learning and the implications for them of irregular attendance during assemblies, general classes and in SPHE.
- The Year Head and/or Mentor(s) of the Student Support Team meet with students for whom attendance or punctuality has been identified as an issue.
- Reports to parents/guardians include a detailed breakdown of attendance for the period in question.
- Parents/Guardians are contacted by email on the morning of an absence.
- Records of attendance and punctuality are available to view on VSWare by logging in using the unique password for that student.
- The school's reward system acknowledges excellent attendance and punctuality and recognises students who show significant improvements in attendance and punctuality.
- A sense of belonging and connectedness in school is developed through participation in school life and/or extra-curricular activities.

This is how Parents/Guardians can help:

Parents/guardians are asked:

- To support the school's Attendance Policy in compliance with their legal responsibilities to ensure that their child is attending a recognised school on every day that the school is open. (Section 17 of the Education (Welfare) Act 2000). Only absences relating to activities organised by the school or in which the school is involved can be authorised by the Principal (Section 21.9) of the Education (Welfare) Act 2000). Therefore the school cannot give 'permission' for holiday absences during term time.
- To ensure regular and punctual attendance of students and avoid unnecessary absences and where possible to arrange elective appointments outside of school time. If such appointments must take place within school hours, then students should return to school following the appointment.
- To provide a written explanation in the Student Journal for the student's absence on the first day of return to school. The student should leave the note in the general office for the attention of the Year Head.
- To inform the Year Head in advance of any planned absences from school.
- To provide to the school reliable contact telephone numbers and alternative 'emergency' numbers.
- To adhere to the procedures set out in the Strategy for the withdrawal of students from school during the school day.
- To acknowledge and, where necessary, reply to communications from the school in relation to attendance issues.

Positive behaviour for a happy school:

The Department requires schools to have a Code of Behaviour and asks us to consult with parents and students regarding this, which we do when need arises. Our Code of Behaviour describes and supports positive behaviour. We have a very clear and high profile Anti-Bullying Policy in our school which is available on the Policy section of the website.

Signed: _____

Mr Robert Dunne
Secretary, Board of Management
November 2019