



# St. Marys High School Self-Evaluation Summary Report

62380M

Evaluation period: September 2018 to May 2019  
Report issue date: Wednesday 22<sup>nd</sup> May 2019

## We were reflecting on:

Over the last year we have looked at teaching and learning in our school. The focus of this self-evaluation was the Learner Experiences and we were keen to find out what we were doing well and what we could try to improve.

## Methods of Investigation:

Evidence was gathered from the following areas of school life

- Learner Survey
- Parent/Guardian Survey
- Teacher Survey
- Student Focus Group
- Teacher Testimony/Experience/Example
- Whole School Evaluation Report

## Our results:

Teachers are actively engaging with and utilising modern teaching strategies' where applicable to enrich the learner experience. Students experience peer and self/assessment on a regular basis and mostly agree that they are achieving their goals both collaboratively and independently. Parents agreed, to strongly agreed that teaching and learning in our school is good.

## Areas of improvement:

- Target 1: Students ask questions and suggest possible solutions **very confidently**. They are willing to risk incorrect responses, and understand **the value of making mistakes, using them as learning opportunities**.
- Target 2: Students demonstrate **very high levels** of interest and participation in learning. Students reflect on their behaviour and attitude to learning and are able **to set meaningful personal goals as a result of their reflection**.
- Target 3: Students can work both independently and collaboratively in a **very purposeful and productive manner**.

## How you can help:

Parents and Guardians can actively encourage students to ask questions and participate in class. The type of questions and discussions, but not exclusively, that would help our learners might be:

- Making mistakes and doing the wrong thing is where we find learning so don't be afraid to try.
- Who could you ask about that?
- Maybe you should ask X about that.
- Where might you find the answer to that?
- Do you ask questions in class if you don't understand something?
- Do you ask questions in class to clarify understanding?

## Department Requirements

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

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|--|---|
| The Department requires all post-primary schools to have 167 school days each year, and a 28-hour school week. | This year we had school days, from August 29th to May 31st. 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. <b><u>YES</u></b>                          |
| The Department sets out arrangements for parent/teacher meetings and staff meetings.                           | This year we had 6 parent/teacher meetings and 5 staff meetings, all in line with the Department's regulations. |

### Looking after the children in our school

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|--|---|
| 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. <b><u>YES</u></b> |
| All teachers know about the Procedures and we have told all parents about them and how we follow them. | <b><u>YES</u></b>   |

|  |                    |
|--|--------------------|
| Our Designated Liaison Person (DLP) is | Donnchadh O Briain |
| Our Deputy DLP is                      | Mary B Walsh       |

## 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. <b><u>YES</u></b>  |
| We reviewed (and updated) our admissions policy on:   | 22/05/2019   |
| We keep accurate attendance records and report them as required.  | <b><u>YES</u></b>  |
| We encourage high attendance in the following ways:   | <ul style="list-style-type: none"> <li>• Providing a welcoming, safe and engaging environment to attend.</li> <li>• Recognition for attendance.</li> <li>• Daily conversations with: <ul style="list-style-type: none"> <li>○ Subject Teachers</li> <li>○ Class Teachers</li> <li>○ Year Heads</li> </ul> </li> <li>• Recording of student attendance by class.</li> <li>• Various communication methods of attendance with parents/guardians.</li> <li>• Raising Awareness</li> <li>• Encouragement and Support</li> <li>• Participation in the TUSLA – Every School Day Counts campaign</li> </ul> |
| This is how you can help:   | <ul style="list-style-type: none"> <li>• Discussing responsibility of attendance with learner.</li> <li>• Supporting good attendance.</li> <li>• Scheduling appointments out of school hours where possible.</li> <li>• Contact school with regards possible attendance issues.</li> </ul>   |

## Positive behaviour for a happy school

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|---|-------------------------------|
| The Department requires schools to have a code of behaviour and asks us to consult parents and students about it. | We do this. <b><u>YES</u></b> |
| Our code of behaviour describes and supports positive behaviour.  | <b><u>YES</u></b>             |
| We have a very clear and high-profile anti-bullying policy in our school.   | <b><u>YES</u></b>             |