



Clonakilty Community College

Colaiste Phobail Chloch na gCoillte

70950A

SCHOOL SELF –EVALUATION REPORT

For School Community

EVALUATION PERIOD: May 2013 TO April 2014

REPORT ISSUE DATE: May 2014

Ar scáth a chéile a mhairimid

Introduction:

Clonakilty Community College is a co-educational multi-denominational post-primary school under the joint patronage of Cork Education and Training Board, CETB, and the Diocese of Cork. Established in 1980, the school now comprises a mainstream post-primary school, an Aonad Lán Ghaelach (an All-Irish unit), a Mixed Class programme, (Rang Phádraig), an ASD programme (Rang Saoirse) and a Further Education College, giving it a total student population of 600. The college had a WSE-MLL in March 2012 from which we devised a three year plan to follow up on report recommendations. A voluntary staff representative sub group on Literacy was set up out of this process in May 2012 with a focus group for SSE set up from this sub group in term one 2013. Evidence was gathered from a variety of sources.

1.1 The focus of the evaluation

A college self-evaluation of Teaching and Learning was carried out in term 1 of 2013 in literacy. Our sample group - first year 2013 - was chosen as the target group. For more information on how the evaluation took place, please see our School Self-Evaluation Report which is available on www.clonakiltycc.ie .This school improvement plan sets out the actions that we will undertake in the school over the

next three years in Literacy. The main purpose of these actions is to improve our students' learning. This is a report on the findings of the evaluation.

2. Summary of school self-evaluation findings

2.1 Our school has strengths in the following areas:

- Parents surveyed agree that teaching is good in our school.
- Students demonstrated good levels of learning and understanding.
- 85% of students in their free writing incoming assessment scored grade C or higher.
- A Literacy staff representative sub group was formed in May 2012 who began the process of formulating a literacy Action Plan.
- Pupils surveyed and parents surveyed agree that they are getting on with their school work and that teachers encourage them to work to the best of their ability. Pupils surveyed agree that teachers tell them how to improve.
- Pupils surveyed say that teachers listen to them and take notice of what pupils say.

We know this because we consulted with (students/ parents / teachers) and examined test results and (other information) in the school.

2.2 Our school has decided to prioritise the following areas of development:

- Discuss support for literacy at whole-staff level
- Develop a Subject specific Literacy Plan
- Develop a school wide subject print rich environment by making Key words/new vocabulary more visible with a view to integrating into the student's own vocabulary.

We have decided to prioritise these areas because of evidence gathered from WSE-MLL 2012, Subject Inspections, Incidental Inspections DES requirements with respect to Literacy.

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Post-primary School Self-Evaluation Report: legislative and regulatory checklist

Rules and regulations for schools are set out in a number of Education Acts, and in Circulars issued to schools from time to time by the Department of Education and Skills. The list below deals with important areas of school life and tells you what rules and regulations apply to them. You will find the Acts and Circulars mentioned on the Department's website, www.education.ie.

Which area of school life is involved, and what are the regulations?	Is the school following the regulations fully?
<p>Enrolment of students</p> <p>The Education Act 1998, the Education (Welfare) Act 2000, and Circular M51/93 set out the principles schools should follow in their enrolment policies</p>	Yes
<p>Repeating a year</p> <p>Students may repeat a school year in certain conditions and for particular reasons, such as illness. Conditions are set out in Circular M02/95</p>	Yes
<p>The school calendar and the school timetable</p> <p>Schools must offer a minimum of 167 school days each year to all year groups. Circular M29/95 sets this down.</p> <p>Schools must offer a minimum school week of 28 hours for all year groups. Circular M29/95 sets this down.</p>	Yes
<p>Standardised school year</p> <p>School holidays are now standardised so all post-primary schools have holidays at the same time. The current school holidays circular is 34/2011</p>	Yes
<p>Parent/teacher meetings and staff meetings</p> <p>These meetings have to happen at certain times of the day so as not to interrupt teaching time or inconvenience parents. Circular M58/04 sets these out.</p>	Yes
<p>Implementation of national literacy and numeracy strategy</p> <p>Schools are required to have a whole-school approach to literacy and numeracy development. Parents have an important role to play in this area. See <i>Literacy and Numeracy for Learning and Life</i>, and Circular 25/2012</p>	Yes
<p>Agreement regarding additional time in school for teachers</p> <p>Circular 025/2011 requires teachers to do an additional 33 hours of out-of-class work each year, so as not to reduce teaching time</p>	Yes
<p>Development of school plan</p> <p>All schools are required to have a school plan, giving their mission and vision, policies and priorities for development</p>	Yes
<p>Engagement with school self-evaluation (SSE) process</p> <p>The SSE process requires schools to evaluate how well they are doing, and where they need to improve. The voices of parents and students are very important to this evaluation process. See www.schoolself-evaluation.ie.</p>	Yes
<p>Guidance provision in post-primary schools</p> <p>The Education Act 1998 requires all schools to provide appropriate guidance to students. See Circular 09/2012 for the current arrangements.</p>	Yes

<p>Delivery of CSPE to all junior cycle classes</p> <p>Civic, Social and Political Education is currently a compulsory subject in the junior cycle. All junior cycle students should have one CSPE lesson per week.</p>	Yes
<p>Exemption from the study of Irish</p> <p>Some students may be exempt from studying Irish. See Circular M10/94</p>	Yes
<p>Implementation of child protection procedures</p> <p>The <i>Child Protection Procedures for primary and post-primary schools</i> (2011) oblige schools to ensure that: liaison persons have been appointed; the procedures have been communicated to the whole school community; and the procedures are being followed</p>	Yes
<p>Implementation of complaints procedure as appropriate</p> <p>Section 28 Education Act 1998 provides for procedures to address complaints about a school</p>	<p>Complaints have been resolved or are being resolved</p> <p>N/A</p>
<p>Appeal in the case of refusal to enrol students, suspension, and expulsion Section 29 Education Act 1998 provides for an appeal procedure in these cases. The school deals with them first. Where cases are not resolved at school level, an external appeals committee hears the appeal and makes a decision.</p>	<p>Appeals have been dealt with or are being dealt with</p> <p>N/A</p>

Appendix to School Self-Evaluation report: policy checklist

<p>Schools are required to have certain policies in place as part of their permanent school plan. It is good practice for schools to consult with the school community in forming and reviewing many of these policies. The school board of management has to approve and ratify policies, and should ensure that they are reviewed on a regular basis.</p>	
<p>What area of school life does the policy deal with and what is the aim of the policy?</p>	<p>Has the policy been approved by the Board of Management?</p>
<p>Enrolment policy</p> <p>Section 15 of the Education Act 1998 obliges schools to have and publish an enrolment policy that respects the principles of equality and parental choice</p>	Yes
<p>Code of behaviour</p> <p>Section 23, Education (Welfare) Act 2000, and the 2008 <i>National Educational Welfare Board Guidelines</i> set out regulations and good practice for schools to follow when drawing up and implementing a code of behaviour. This good practice includes consultation with parents and students.</p>	Yes
<p>Anti-bullying procedures</p> <p>The Department's <i>Anti-bullying Procedures for Primary and Post-primary Schools</i>, 2013, set out the measures that schools are required to have in place.</p>	Yes
<p>Attendance and participation strategy</p> <p>Section 22 Education Welfare Act 2000 requires schools to develop a strategy to support high levels of student attendance and participation in school life. Parents have a very important role and responsibility in</p>	Prioritised 14/15

<p>this area.</p>	
<p>Health and Safety Statement</p> <p>All schools should have a health and safety statement that is regularly reviewed (see Section 20 Health and Safety Act 2005)</p>	<p>Prioritised 14/15</p>
<p>Data protection</p> <p>School procedures relating to gathering, storing and sharing data on students should comply with data protection legislation - Data Protection Act 1988 and Data Protection (Amendment Act) 2003</p>	<p>Yes</p>
<p>Special education needs policy</p> <p>Various pieces of equality and education legislation, especially the Education for Persons with Special Education Needs Act (EPSEN) 2004, require schools to be inclusive of students with special educational needs and to provide for them appropriately using the resources available</p>	<p>Yes</p>
<p>Social, personal and health education (SPHE)/Relationships and sexuality education (RSE) policy</p> <p>Schools are required by various circulars to provide SPHE in the junior cycle and RSE throughout the school, and to have policies to support this provision.</p>	<p>Prioritised 14/15</p>
<p>Substance use policy</p> <p>The National Drugs Strategy and Department guidelines require schools to develop and implement a substance use policy in consultation with parents and students, and other relevant agencies</p>	<p>Prioritised 14/15</p>
<p>Internet acceptable use policy</p> <p>Schools should have and implement a policy to instruct students on safe and responsible use of the internet. Parents have a key role to play in this area. See www.webwise.ie.</p>	<p>Prioritised 14/15</p>
<p>Child protection policy</p> <p>All schools should have a child protection policy that includes the <i>Child Protection Procedures</i>. The policy should be communicated to the whole school community.</p>	<p>Yes</p>
<p>Parents as partners in education</p> <p>It is good practice for schools to have a parents' association, and to promote partnership between home and school. The board of management has an important role in supporting the parents' association.</p>	<p>Yes</p>
<p>Deployment of special needs assistants</p> <p>Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of schools and students.</p>	<p>Yes</p>