

Coláiste Chríost Rí School Improvement Plan



Summary of main strengths as identified in last SSE (2019-2020)

Our school has strengths in the following areas:

- The successful implementation of Microsoft TEAMS across all staff members and students
- The excellent use of VSWare in the recording of positive and negative behaviours of students.
- Excellent performance in the State Examination Results
- All stake holders are included in the school development process
- Actively engages in a self-reflective process to ensure positive outcomes for students
- Formative Assessment techniques in action in classrooms
- Strong work ethos in the school
- Excellent participation on a voluntary basis by teachers in CCRÍ for the enhancement of the learning environment
- Positive identity in feeder schools as a caring school with excellent academic results and a strong sporting tradition
- Student Enrolment numbers for Sept 2021 have increased from previous years
- Students very positive towards initiatives undertaken
- Openness to adopting new educational strategies

Summary of main areas requiring improvement as identified in last SSE (2019-2020)

- Continue the use of formative assessment techniques in our teaching
- Encourage more parental involvement in formative assessment
- Promote the use of success criteria and learning outcomes in our teaching
- Encourage the use of VS Ware for recording student behaviour
- Help parents and students through VS Ware track their educational experience

Our Improvement Plan

Timeframe of this improvement plan is from Sept 2020- May 2021

| Targets | Actions | Persons / groups responsible | Criteria for success | Progress and adjustments | Targets achieved |
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|---|--|-----------------------------------|---|--|------------------------------|
| Set up Teaching & Learning Group | Liaise with staff members | SSE Co-ordinator | Clear aims | None | Yes |
| First meeting of the Teaching and Learning Group | Set date for Sept | SSE Co-ordinator | Clear agenda | Watch timing – 40 mins very little time | Yes |
| Continued Promotion of Formative Assessment | Remind staff re subject planning updates | SSE Co-ordinator Management | Whole staff Involvement Timing: at start of school year | Included a Staff Subject Planning meeting to allow for collaboration | Yes |
| Second meeting of the T & L group re Staff workshop/ CPD day | Review FA techniques | SSE Co-ordinator | An informative workshop/ practical advice and support in February 2021 | Allow for more staff discussion and collaboration | No cancelled due to Covid 19 |
| Promote and encourage the use of Success Criteria & Learning Outcomes | In-school JCT Training Days | SSE Co-ordinator Management Staff | Practical examples/ Real life examples from our own students and their experience of the New Junior Cycle/ the use of Success Criteria & Learning Outcomes in the classroom | Take on board student suggestions and PME student's opinions | Yes |

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|---|-------------------------------------|--|--|---------------------------------------|---|
| Parental Involvement in Formative Assessment | Survey on School App | SSE Co-ordinator Management Staff & Students | Meaningful and accessible for all parents | Suitability of Timing | Currently in progress |
| Ongoing Promotion of Teaching & Learning Strategies | Online CPD courses | SSE Co-ordinator JCT Co-ordinator Management Staff | A range of subject dept expertise, a sharing of best practice and latest formative assessment techniques | Report back to full staff on progress | Not yet. Best suited to being set up at the start of the academic year. |
| Promotion of Formative Feedback to students | Promote this on TEAMS | SSE Co-ordinator Management | Practical advice, show examples of best practice re feedback online | Use in p/t reports on vsware | Yes |
| Plan for Digital Portfolios | Attend CPD and liaise with ICT dept | SSE Co-ordinator TY Co-ordinator ICT dept | Slow introduction | PDST Drop in Clinic | Yes |

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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 | Circular | | |
| - Length of school year (minimum of 167 days for all year groups) | M29/95 | Yes No | |
| - Length of school week (minimum of 28 hours for all | | Yes No | |

| year groups | | | Yes | No |
|-------------|--|---|-----|----|
|) | Standardisation of school year | Circular 0009/2017 | | |
| | Procedures for submission of data returns to the Department | Circular 0038/2014 DTR returns procedures information, updated annually on education.ie | Yes | No |
| | | Pod and PPOD | | |
| | 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 |

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| 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 |
| 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 | Circular 0015/2017 | Yes No |

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| 2017/18 and 2018/19 In-school management structures | Part V Education Act 1998, Circular 0004/98, Circular M29/02, Circular 0022/2009, Circular 0004/2014 | Yes | No |
| Approved allocation of teaching posts for 2017/18 | Circulars 0010, 0011, 0012/2017 | Yes | No |
| Leadership and management posts | Circular 0003/2018 | Yes | No |
| Parents as partners in education | Circular M27/91 | Yes | No |
| Grant Scheme for ICT Infrastructure – 2016/17 | Circular 0001/2017 | Yes | No |
| School Year Implementation of Child Protection Procedures 2017 | Circular 0081/2017 Please record the following information in relation to child protection as reported to the board Child Protection Oversight | Yes | No |

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|--|--|---------------|
| <p>Implementatio n of vetting requirements</p> | <p>Report presented at each board meeting 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 National Vetting Bureau (Children and Vulnerable Persons) Act 2012 Circular 0026/2015 Circular 0016/2017: Statutory Requirements for Retrospective Vetting Child Protection</p> | <p>Yes No</p> |
|--|--|---------------|

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| Implementation of complaints procedure as appropriate | <p>Procedures 2017</p> <p>Section 28 Education Act 1998</p> <p>Please record the following information in relation to complaints made by parents during this school year</p> <p>Number of formal parental complaints received</p> <p>Number of formal complaints processed</p> <p>Number of formal complaints not fully processed by the end of this school year</p> | Yes No |
| Refusal to enrol | <p>Section 29 Education Act 1998</p> <p>Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year</p> <p>Number of section 29 cases</p> | Yes No |

taken against
the school
Number of
cases
processed at
informal stage
Number of
cases heard

Number of
appeals upheld

Number of
appeals
dismissed
Section 29
Education Act
1998

Suspension of
students

Yes No

Please record
information in
relation to
appeals taken
in accordance
with Section
29 against the
school during
this school
year

Number of
section 29 cases
taken against
the school
Number of
cases
processed at
informal stage
Number of
cases heard

Number of
appeals upheld

Expulsion of students

Number of appeals dismissed Section 29 Education Act 1998

Yes No

Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year

Number of section 29 cases taken against the school
Number of cases processed at informal stage

Number of cases heard

Number of appeals upheld

Number of appeals dismissed

Appendix to School Self-Evaluation report: policy checklist (Post-Primary)

| Policy | Relevant legislation, circulars, guidelines | Has the policy been approved by the Board of Management? | If no, indicate aspects to be developed |
|--|---|--|---|
| Enrolment policy | Section 15(2)(d) of Education Act Equal Status Acts 2000-2011 Circular M51/93 | Yes No | |
| Attendance and participation strategy ^[1] | Circular M51/93 Section 22, Education (Welfare) Act 2000 | Yes No | |
| Code of behaviour, including anti-bullying policy ^[2] Dignity in the Workplace Charter | Circular M33/91 NEWB guidelines <i>Developing a Code of Behaviour: Guidelines for Schools</i> Section 23, Education (Welfare) Act 2000 | Yes No | |

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|--|---|-----|----|
| Child Protection Procedures and Child Safeguarding Statement | Equal Status Acts 2000-2011 <i>Anti-bullying Procedures for Primary and Post-primary schools</i> 2013, and Circular 45/13 Section 8(2)(b), Safety, Health and Welfare at Work Act 2005 Circular 0081/2017 | Yes | No |
| Annual attendance report to Tusla and Parents' Association | Section 21, Education (Welfare) Act 2000 | Yes | No |
| Health and Safety Statement | Health and Safety Act 2005 Section 20 | Yes | No |
| Critical Incident Management policy | Responding to Critical Incidents: Guidelines and Resource Materials, NEPS 2016 | Yes | No |
| Data protection | Data Protection Act 1988 Data Protection (Amendment) Act 2003 | Yes | No |
| Special educational needs / Inclusion policy ^[3] | (DATA Legislation) Education Act (1998) Equal Status Acts (2000 to 2011), Education (Welfare) Act (2000), Education for Persons with Special Educational Needs Act (EPSEN) ^[4] (2004) Disability Act (2005)) | Yes | No |

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| | Circular 0014/2017 | |
| Relationships and sexuality education (RSE) policy | Circulars 37/2010, 23/2010, 0027/08 | Yes No |
| Substance use policy | Department of Education and Skills Directive; guidelines issued to schools in 2002 | Yes No |
| Internet acceptable use policy | National Council for Technology in Education (NCTE) Guidelines, 2012 (www.webwise.ie) | Yes No |

^[1] Under the provisions of the Education (Welfare) Act (2000) (section 22) the school's attendance strategy should conform to the provisions stipulated.

^[2] Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

^[3] Section 9 of the Education Act (1998) requires a school to "use its available resources" to identify and provide for the educational needs of those "with a disability or other special educational needs."

^[4] The EPSEN Act requires that schools be inclusive of and provide an appropriate education for students with special educational needs.

