

# **Stakeholder Report on School**

## **Self-Evaluation 7**

**2021-2022**

**St Oliver Post Primary School**



**June 2022**

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# Stakeholder Report on School Self-Evaluation 2021-2022

## Introduction

St. Oliver Post-Primary School is a stand-alone school under the auspices of LMETB and DES. The school embodies the principles of justice, truth and mutual respect as reflected in our mission statement. In accordance with the Education Act 1998, the school promotes inclusivity and equal opportunity to quality education which is reflected in our admissions and SEN policy. We offer a wide subject choice in both Junior and Leaving Certificate and recently introduced the Leaving Certificate Applied Programme. Transition Year and the Links Module Programme are both well-established. There is a very broad curriculum on offer to those who opt for the established Leaving Certificate option.

## School time and holidays

The Department sets out a standardised school year and school holidays, traditionally the Department requires all post-primary schools to have 167 school days each year, and a 28-hour school week.

- Our school week is 28 hours.
- This year we had 166 school days, from 25.08.2021 to 03.06.2022, taking into account the new February bank holiday that was introduced for the first time this year.
- This year we took all our school holidays within the permitted time.

The Department sets out arrangements for parent/teacher meetings and staff meetings.

- We normally have 5 parent/teacher meetings and 3 staff meetings, all in line with the Department's regulations.
- Covid 19 resulted in our staff meetings taking place online, and our parent/teacher meetings being replaced with an online report.

## 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 review and update our admissions policy annually.
- This year's reviewed and updated policy was ratified by our board of management on the 30<sup>th</sup> September 2021.

We keep accurate attendance records and report them as required. We encourage high attendance in the many ways.

- Please see our Attendance and Participation Strategy on our school website which provides further detail on this.

## Positive behaviour for a happy school

The Department requires schools to have a code of behaviour and asks us to consult parents and students about it.

- We do this. Our code of behaviour is reviewed and updated on an annual basis. Our Code of behaviour describes and supports positive behaviour through our STAR

strategy which rewards students who have a clean slate (no negative notes in their journal) at each assembly every 4/5 weeks.

- This year's reviewed and updated policy was ratified by our board of management on the 30<sup>th</sup> September 2021.

We have a very clear and high-profile anti-bullying policy in our school which is reviewed and updated annually.

- This year's reviewed and updated policy was ratified by our board of management on the 30<sup>th</sup> September 2021.
- Furthermore, an anti-bullying report is delivered to our BOM at each meeting. At our 5<sup>th</sup> BOM Meeting (2<sup>nd</sup> June 2022), our BOM noted the Department of Education's Report on the implementation of aspects of anti-bullying measures in schools, and noted our compliance with the main conclusions of that report, i.e..
  - The provision of an anti-bullying policy,
  - Recording of incidences of bullying,
  - Reporting to the board of management,
  - Communication of the anti-bullying policy and
  - Annual review of the policy

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

Our Designated Liaison Person (DLP) is Mr Brendan Corcoran, and our Deputy DLP is Mr Michael McCafferty. All members of staff are mandated persons.

### The Focus of Our Evaluation:

We undertook a school self-evaluation of our response to the Covid 19 Pandemic during the period August 2021 to May 2022.

In this year's evaluation we continued to examine practices, protocols and procedures put in place to prevent the spread of Covid 19 while creating a safe environment for our school community to enable highly effective teaching and learning. This report reflects how our school has adopted to the challenges Covid 19 possess in an effort to maintain our strengths in teaching and learning and promote the areas where we aspire to excel. This report summarises the strengths that were identified and the areas that have been prioritised for improvement. The focus is to improve student outcomes through improved student engagement and teacher practice in a safe environment.

### Summary of school self-evaluation findings:

We found our school has strengths in the following areas:

- Excellent compliance with Covid 19 protocols within our school including social distancing in all classrooms (Covid Inspection 2021)
- Students enjoy Teams as a tool for Teaching and Learning (Student Focus Group)
- Students enjoy using their personal devices in class (Student Focus Group)

- A collaborative approach to Teaching and Learning (Incidental Inspection)
- Strong rapport between pupils and staff (Incidental Inspection)
- Eagerness of pupils to learn (Incidental Inspection)
- Exemplary behaviour (Incidental Inspection)
- Staff adaptable to using technology in their everyday teaching and learning (Teaching and Learning group discussion)
- Comprehensive examples of various forms of teaching, learning, assessment and reporting within our school (Incidental Inspection)
- Students enjoy using digital technology for learning in class (in particular, the use of Kahoot) (Student Focus Group)
- A collaborative approach to Teaching and Learning Week (Teaching and Learning group discussion / AP 1 meetings)
- Targeted CPD by PDST and Staff led CPD

We know these are our strengths because these results have been collated from observations and surveys (staff, students, and parent) conducted during this academic year and during various Inspections especially our Incidental Inspection May 2022.

We have decided to prioritise the following areas for development:

- Continued development of teaching and learning strategies with particular emphasis on the socially distance classroom.
- Students to experience a broader range of learning methodologies in the socially distanced classroom, appropriate to each of the subject areas.
- A more varied approach to teaching, learning and assessment using Digital Technology in particular to enhance questioning, differentiation and incorporate groupwork in the socially distance classroom.
- More extensive use of student devices.
- Strengthening student voice and wellbeing in the socially distanced classroom.
- Increasing the occurrence of AFL practices in the socially distanced classroom.

We know these are areas for improvement. We will continue to monitor best practice in relation to Covid 19 and implement protocols to protect our entire school community. To help us improve our teaching and learning, we will provide continued professional development opportunities to staff, that ensures all staff members have an opportunity to share their practice and also learn from colleagues.

This is what you can do to help:

- Parents are the primary educators in their child's life.
- Encourage your son or daughter strive to achieve their potential.
- To adhere to school policies and procedures.
- To follow their studies diligently and to work with their teachers.
- If there is an issue, highlight it to school staff who can then work to support the student in question