



GOOD COUNSEL COLLEGE

NEW ROSS, CO WEXFORD
63610I

School Self-Evaluation Report

Evaluation period: *September 2014 to June 2015*

Report issue date: *July 2nd 2015*

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in Good Counsel College (GCC) was undertaken during the period September 2014 to June 2015. The focus of our evaluation is to identify and assess areas of numeracy in need of improvement thereby developing practical, implementable and effective whole-school strategies which will enhance our students overall proficiency in areas of numeracy as identified by the data.

This is a report on the findings of the evaluation.

1.2 School context

GCC is an urban boys school with 800 students and approximately 127 hours of Learning Support. The school has a teaching allocation of 54.9 teachers and 6 SNA posts. We also have an Autistic Support Unit. The school continues to offer the widest curriculum possible to its students.

Over 30% of current first years come from families with either full medical cards or GP visit cards. Farming, fishing and construction are the traditional industries in the area with some involvement in medical device manufacture.

We have an excellent tradition of subject planning, collaboration and school development planning and have welcomed support from the PDST through the Forbairt Programme in 2014/15 to help us address the School Self Evaluation process.

We provide a varied curriculum including Junior Certificate, Leaving Certificate and TY.

The school is under the trusteeship of the Augustinian Order.

2. The findings

BACKGROUND TO FOCUS ON NUMERACY

1. In March 2013 GCC was involved in St Patricks Education Centre Field Trial of standardised tests. Our Second Year students (current 3rd Years) performed as follows;

| Description of Performance | % of Sample |
|----------------------------|-------------|
| Well Above Average | 11.54 |
| High Average | 17.31 |
| Average | 48.08 |
| Low Average | 9.62 |
| Well Below Average | 13.46 |

This led to our teacher focus as outlined below.

TEACHERS' PRACTICE

1. In August 2014 our teachers with the assistance of our School Planning Coordinator led a teacher focus in the area of Literacy.

From this focus group the following key area or focus were identified;

- Literacy for Numeracy.
2. A standard cross curricular approach to these topics was agreed and delivered.
 - a. Common agreed methodology
 - b. Agreed physical displays in all classrooms.

LEARNER OUTCOMES

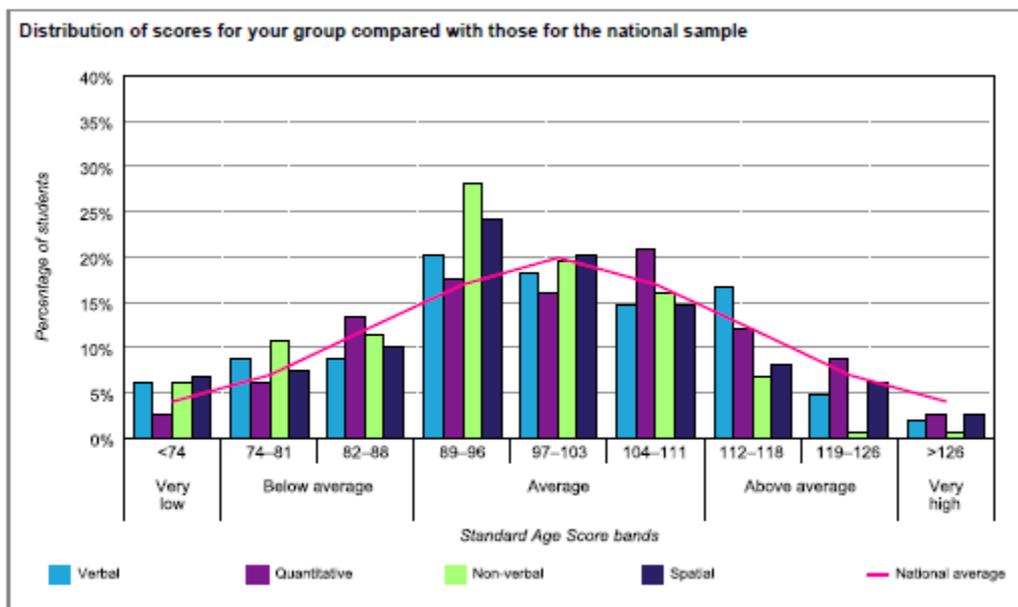
1. The Standard Average Scores the incoming 1st year students (2014-15) from their Cognitive Abilities Test 4 (CAT4) correlates with national figures indicating no significant differences.

| | Verbal mean SAS | Quantitative mean SAS | Non-verbal mean SAS | Spatial mean SAS | Overall mean SAS |
|------------------|-----------------|-----------------------|---------------------|------------------|------------------|
| National average | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Group | 98.7 | 100.6 | 94.1 | 97.3 | 97.8 |

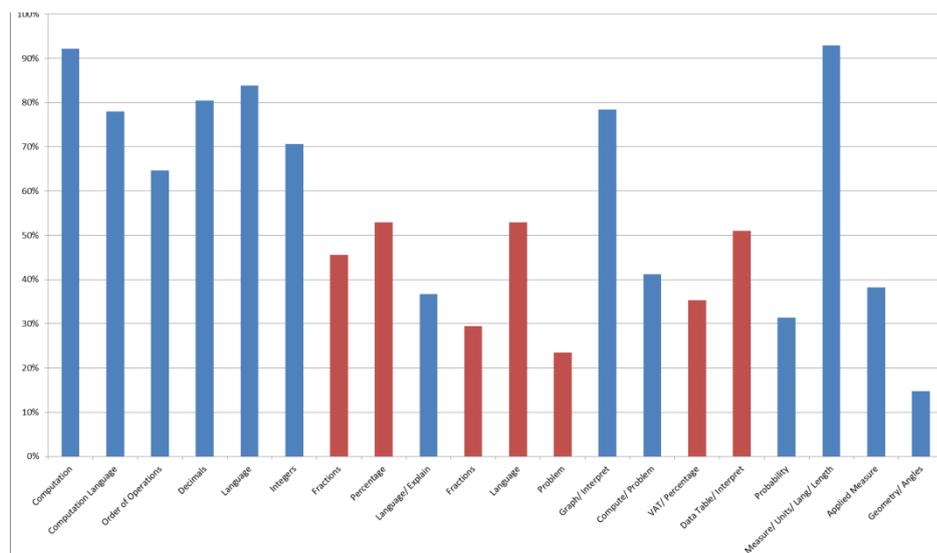
The table below shows the distribution of scores for our group compared with those for the national sample. In addition, the bar chart presents this information.

| Description | Very low | Below average | | | Average | | | Above average | | Very high |
|------------------|----------|---------------|-------|-------|---------|---------|---------|---------------|------|-----------|
| SAS bands | <74 | 74-81 | 82-88 | 89-96 | 97-103 | 104-111 | 112-118 | 119-126 | >126 | |
| National average | 4% | 7% | 12% | 17% | 20% | 17% | 12% | 7% | 4% | |
| Verbal | 6% | 9% | 9% | 20% | 18% | 15% | 17% | 5% | 2% | |
| Quantitative | 3% | 6% | 13% | 17% | 16% | 21% | 12% | 9% | 3% | |
| Non-verbal | 6% | 11% | 11% | 28% | 19% | 16% | 7% | 1% | 1% | |
| Spatial | 7% | 7% | 10% | 24% | 20% | 15% | 8% | 6% | 3% | |

The scores our current 1st year students (2014-15) Cognitive Aptitude Test 4 (Numeracy element) correlates with national figures indicating no significant differences.



2. A Maths competency test for current 1st Years (2014-15) was re-designed by and administered by the Numeracy Link Person in January which identified scope for improvement in the mastery of a range of specific skills in the cohort sampled.



This analysis highlights the following areas for our initial focus on numeracy;

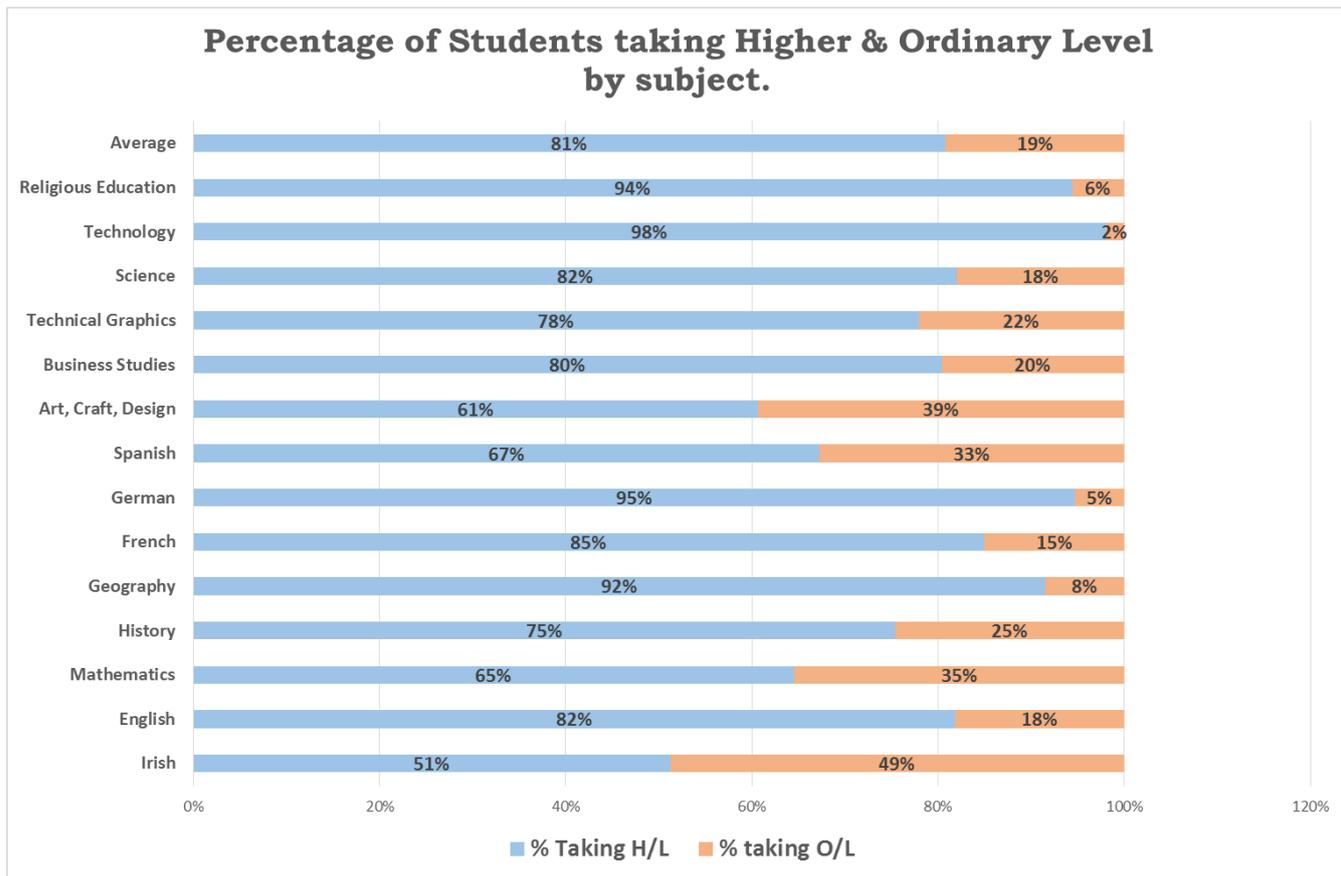
- i. Percentages.
 - ii. Data tables/interpretation.
 - iii. Problem solving (literacy for numeracy)
 - iv. Fractions
3. Leaving and Junior Certificate exams are analysed over the last year. LC uptake at HL is 27.35% compared with 31.88% nationally. GCC has over the past 5 years had a lower uptake at higher level maths in Leaving Certificate than the national norm.

Leaving Certificate Maths results for 5 years

| | 2014 | | 2013 | | 2012 | | 2011 | | 2010 | |
|--------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | School | Dept |
| Total Number of Students: | 138 | 52402 | 109 | 50889 | 98 | 50499 | 116 | 52035 | 144 | 52371 |
| Total Number of Honours Students: | 44 | 14332 | 33 | 13014 | 30 | 11120 | 22 | 8237 | 29 | 8388 |
| Total Number of Ordinary Students: | 90 | 32433 | 74 | 32198 | 64 | 33985 | 84 | 37543 | 109 | 37977 |
| Total Number of Foundation Students: | 4 | 5637 | 2 | 5677 | 4 | 5394 | 10 | 6255 | 6 | 6006 |
| % Honours Level Students: | 31.88% | 27.35% | 30.28% | 25.57% | 30.61% | 22.02% | 18.97% | 15.83% | 20.14% | 16.02% |
| % Ordinary Level Students: | 65.22% | 61.89% | 67.89% | 63.27% | 65.31% | 67.3% | 72.41% | 72.15% | 75.69% | 72.52% |
| % Foundation Level Students: | 2.9% | 10.76% | 1.83% | 11.16% | 4.08% | 10.68% | 8.62% | 12.02% | 4.17% | 11.47% |
| % Receiving Honours: | 61.36% | 72.59% | 66.67% | 72.91% | 86.67% | 83.38% | 63.64% | 80.81% | 93.1% | 77.69% |
| % Passing Honours: | 97.73% | 95.49% | 96.97% | 96.6% | 100% | 97.7% | 95.45% | 96.92% | 100% | 96.3% |
| % Failing Honours: | 2.27% | 4.51% | 3.03% | 3.4% | 0% | 2.3% | 4.55% | 3.1% | 0% | 3.7% |
| % Passing a Ordinary Paper: | 93.33% | 91.3% | 97.3% | 90.61% | 93.75% | 90.52% | 95.24% | 90.11% | 97.25% | 90.22% |
| % Failing a Ordinary Paper: | 6.67% | 8.7% | 2.7% | 9.39% | 6.25% | 9.48% | 4.76% | 9.89% | 2.75% | 9.78% |
| % of Fails At All Levels: | 5.07% | 7.22% | 2.75% | 7.39% | 4.08% | 7.68% | 4.31% | 8.25% | 2.08% | 8.23% |
| Average Points at Honours Level: | 87 | 90 | 89 | 91 | 99 | 94 | 64 | 70 | 77 | 69 |
| Average Points at Ordinary Level: | 23 | 25 | 24 | 24 | 25 | 24 | 30 | 27 | 34 | 27 |
| Average Points at All Level: | 43 | 40 | 43 | 38 | 47 | 37 | 34 | 31 | 41 | 30 |

Junior Certificate Maths

Maths had the 3rd lowest uptake at higher level in 2013/14 within GCC with 65% of students attempting a Higher Level Paper. However, this compares very favourably to the 52.5% of boys nationally who sat higher level maths in Junior Certificate 2014.



3. Progress made on previously-identified targets improvement targets

This is not applicable to Year 1 as the School Improvement Plan (SIP) is not in place yet.

4. Summary of school self-evaluation findings

4.1 OUR SCHOOL HAS STRENGTHS IN THE FOLLOWING AREAS:

- i. Our focus on Literacy and Numeracy indicates;
 - a. There is awareness of numeracy amongst staff and they see themselves as having a role to play in developing numeracy skills.
 - b. Teachers wherever possible use concrete materials or link problems to real life.
- ii. A dedicated staff that is willing to engage with programmes in order to enhance student numeracy and professional development.
- iii. Our cohort of first year students' numeracy ability and higher level uptake correlates positively with the national norms.
- iv. Strong tradition and culture of cross-curricular activities.

4.2 THE FOLLOWING AREAS ARE PRIORITISED FOR IMPROVEMENT

- i. The continued development of common teaching approaches to percentages, data gathering/analysis and language related to numeracy across the curriculum.
- ii. The continuous development of a numeracy rich environment.
- iii. Ensuring that first year students improve their competence in a range of mathematical concepts and operations identified by the criterion referenced test, such as percentages, data analysis and literacy for numeracy.
- iv. Embedding a culture of 'numeracy confidence' across the stakeholders in GCC.

- v. Increasing further the up-take of higher level maths both at junior and senior cycle.
- vi. Develop awareness around numeracy life skills Basic Maths and the role of all stakeholders in nurturing those skills.
- vii. The promotion of the Student Journal as a focal point for developing and implementing our numeracy strategy. Encourage the use of the Student Journal as a tool in developing Assessment for Learning (AFL) strategies around numeracy.

Appendix to School Self-Evaluation Report: legislative and regulatory checklist

| Issue | Relevant legislation, rule or circular | Is the school fully meeting the requirements of the relevant legislation, rule or circular? | If no, indicate aspects to be developed |
|--|--|--|---|
| Valid enrolment of students | M51/93 | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Time in school - Length of school year (minimum of 167 days for all year groups) - Length of school week (minimum of 28 hours for all year groups) | Circular M29/95 | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Standardisation of school year | Circular 034/2011 | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Arrangements for parent/teacher and staff meetings | Circular M58/04 | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Implementation of national literacy strategy | Circular 25/12 | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Implementation of Croke Park agreement regarding additional time requirement | Circular 025/2011 | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Development of school plan | Section 21 Education Act 1998 | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Guidance provision in secondary schools | Circular PPT12/05, Education Act 1998 (section 9(c)) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Whole-school guidance plan | Section 21 Education Act 1998 | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Delivery of CSPE to all junior cycle classes | Circular M12/01 Circular M13/05 | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Exemption from the study of Irish | Circular M10/94 | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

| Issue | Relevant legislation, rule or circular | Is the school fully meeting the requirements of the relevant legislation, rule or circular? | If no, indicate aspects to be developed |
|--|--|---|---|
| Implementation of revised in-school management structures | Circular M29/02, Circular 21/98, Circular 30/97, Circular 29/97 | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Limited alleviation on filling posts of responsibility for school year 2011/12 | Circular 53/11 | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Parents as partners in education | Circular M27/91 | | |
| Implementation of child protection procedures | Circular 65/11 Please provide the following information in relation to child protection | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <ul style="list-style-type: none"> ▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE <input type="checkbox"/> ▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of management informed <input type="checkbox"/> ▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made <input type="checkbox"/> ▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made and the school board of management informed <input type="checkbox"/> | | |
| Implementation of complaints procedure as appropriate | Section 28 Education Act 1998 Please provide the following information in relation to complaints made by parents during this school year | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <ul style="list-style-type: none"> ▪ Number of formal parental complaints received <input type="checkbox"/> ▪ Number of formal complaints processed <input type="checkbox"/> ▪ Number of formal complaints not fully processed by the end of this school year <input type="checkbox"/> | | |
| Refusal to enrol | Section 29 Education Act 1998 Please provide the following information in relation to appeals taken in | N/A | |

| Issue | Relevant legislation, rule or circular | | Is the school fully meeting the requirements of the relevant legislation, rule or circular? | If no, indicate aspects to be developed |
|------------------------|---|--------------------------|---|---|
| | accordance with Section 29 against the school during this school year | | | |
| | Number of section 29 cases taken against the school | <input type="checkbox"/> | | |
| | Number of cases processed at informal stage | <input type="checkbox"/> | | |
| | Number of cases heard | <input type="checkbox"/> | | |
| | Number of appeals upheld | <input type="checkbox"/> | | |
| | Number of appeals dismissed | <input type="checkbox"/> | | |
| Suspension of students | Section 29 Education Act 1998 Please provide the following 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 | <input type="checkbox"/> | | |
| | Number of cases processed at informal stage | <input type="checkbox"/> | | |
| | Number of cases heard | <input type="checkbox"/> | | |
| | Number of appeals upheld | <input type="checkbox"/> | | |
| | Number of appeals dismissed | <input type="checkbox"/> | | |
| Expulsion of students | Section 29 Education Act 1998 Please provide the following 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 | <input type="checkbox"/> | | |
| | Number of cases processed at informal stage | <input type="checkbox"/> | | |
| | Number of cases heard | <input type="checkbox"/> | | |
| | Number of appeals upheld | <input type="checkbox"/> | | |
| | Number of appeals dismissed | <input type="checkbox"/> | | |

Appendix to School Self-Evaluation report: policy checklist

| Policy | Source | 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 | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Code of behaviour, including anti-bullying policy ¹ | Circular M33/91 NEWB guidelines Section 23, Education Welfare Act 2000 Guidelines on Countering Bullying Behaviour, 1993, Circular M33/91 Equal Status Acts 2000-2011 | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Attendance and participation strategy ² | Circular M51/93 Section 22, Education Welfare Act 2000 | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Health and Safety Statement | Health and Safety Act 2005 Section 20 | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Data protection | Data Protection Act 1988 Data Protection (Amendment Act) 2003 | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Special education needs policy ³ | Education Act (1998) Equal Status Acts (2000 to 2011), Education (Welfare) Act (2000), Education for Persons with Special Education Needs Act (EPSEN) ⁴ (2004) Disability Act (2005)) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Social, personal and health education (SPHE)/Relationships and sexuality education (RSE) policy | Circulars 37/2010, 23/2010, M27/08, M11/03, M22/00, M20/96, M4/95 | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Substance use policy | Department of Education and Skills Directive; guidelines issued to schools in 2002 | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Internet acceptable use policy | Department of Education and Skills Directive | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Child Protection Policy | Circular 0065/2011 | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

¹ Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

² Under the provisions of the Education (Welfare) Act (2000) (section 22) the school's attendance strategy should conform with the provisions stipulated.

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.