



OAKLANDS COMMUNITY COLLEGE

Sr Senan Ave Edenderry Co Offaly

Roll No 72540 O

**School Self-Evaluation Report
To School Community**

Evaluation Period 2013-2016

Introduction

A school Self-Evaluation of teaching and learning in Oaklands Community College was undertaken in 2012/13 and will continue until 2016.

The focus of the review of the review was *Students attitude to learning*

This is a report on the findings of this Evaluation.

School Context 2013/14

Oaklands Community College is a co-educational, multi-denominational Secondary School under the patronage of Laois/Offaly Education and Training Board located in Edenderry, County Offaly. The School has an enrolment for 2013/14 of 543 students and projected enrolment of 600 for 2014/15.

The enrolment has increased from 272 in 2008 to 543 in 2013/14, an increase of 120% over 5 years. The school has 18 feeder primary schools, 14 rural based and 4 urban.

The school has DEIS status with a HSCL Co-ordinator and also a School Completion Programme. The school has a teaching staff of 42.66 WTE and 3 S.N.A.s. Of this allocation, 6 WTE are allocated to Special Education Needs/Resource, which reflects the proportion of students availing of these resources. A full curriculum is now on offer at both Junior and Senior Cycle. Programmes on offer include J.C.S.P. Junior Certificate, Leaving Certificate, Leaving Cert Vocational Programme, Leaving Cert Applied and Transition Year.

The school uses CAT3 and CAT4 tests together with Group Reading Test to ascertain the cognitive ability of incoming first years.

A separate test in Gaeilge, produced by the school, is also administered.

The perception of the school in the community has changed significantly over the last 6 years. Oakland's Community College now offers a real choice in terms of Second Level Education to the community. This is due to a number of factors including:-

- Broadening of curriculum/programmes

- Increased enrolment
- Improved links with feeder primary schools
- Appointment of new staff
- Changes in school management

The changes outlined above have been our priority for the last 5/6 years.

The physical structure of the school is presently limiting our capacity to cater for our current enrolment and will limit further expansion and progression.

An Autistic Spectrum Disorder Unit (Oak Unit) for 6 students was opened in 2013 at the request of the SENO.

Topic chosen for School Self-Evaluation

In May 2012 teachers, parents and pupils participated in a 'School Improvement Strategy Questionnaire'. The feedback was analysed and the topic chosen for SSE was *Students Attitude to Learning*. The group selected was 2nd year students, in order to maintain student motivation, academic achievement and interest in school and ensure that learning is seen as a continuous experience throughout 2nd year.

Staff completed a questionnaire where 2nd year classes were analysed under 4 headings:

- ability to cope with increased workload,
- attitude to school,
- academic performance,
- Self-image.

In January 2nd Year students completed a questionnaire where they reflected on their experiences in 2nd year.

In January 2nd year parents completed a questionnaire at the P/T Meeting which allowed them an opportunity to highlight any issues that were causing concern.

A summary of staff, pupil and parental feedback was presented to staff at a School Planning Meeting.

While many positive aspects were highlighted e.g.

- Students were more settled, more confident to ask questions.
- Almost all students were enjoying school.

Challenges highlighted included:

- Increased workload and more difficult work.
- More learning and studying required.
- Some students reported difficulty keeping up with some subjects.
- Dissatisfaction with Christmas test results.
- Girls spent a lot more time studying.
- Students sought more help with study plan, revision plan, revision classes, techniques to help with learning, class tests and revision notes etc.
- Girls were very concerned with their appearance; they had an image to uphold.
- Boys felt that it was important to be like their friends and peer pressure was evident.

In response a 'Study Skills Day' was organised by Ms. O Shea, Mr. Connolly, Ms. Hynes and Ms. Moriarity.

In February staff reflected on summary of feedback from parental / student questionnaires and subject departments identified strategies to be implemented in response to this feedback.

March - 'Girls To- day Talk' for 2nd Year Girls by Claire Crowley Collier.

April - 'Personal Grooming - Hair & Beauty Presentation' for 2nd Year Girls.

April - Personal Development Workshop for 2nd Year Boys which addressed the issue of peer pressure.

April - Students favourably reviewed effectiveness of 'Study Skills Day'

May 30th - Students Completed a Survey which reflected on their 2nd Year Exams. Among the responses provided included the following results:

	Students' ability to identify 3 study techniques used in 'Study Skills Day delivered in February.	Use of any of study techniques learned at course.	Satisfaction with preparation for end of year exams.	Level of satisfaction with results.
2A	100%	80%	68%	72% (47% Jan.)
2B	100%	74%	64%	77% (37% Jan.)

2C	96%	77%	72%	60% (20% Jan.)
2D	92%	70%	85%	70% (34% Jan.)
Overall	97%	75%	72%	70% (34% Jan.)

Summary of School Self Evaluation Findings

Our school has strengths in the following areas as

Identified in student, teacher and parent surveys

- Students and Parents are well disposed towards the school.
- Students very capable of identifying areas of concern in relation to teaching and learning.
- Students now able to reflect on their own learning style and approach to learning
- Most students would like to track their progress and set target grades.
- Students able to identify other factors impacting on their learning.
- In School Study Skills Day and Subject intervention strategies successful.

The following are prioritised for improvement

- Subject areas to provide strategies to help with areas identified as causing concern.
- Second year seen as crucial for student engagement and preparation for Junior Cycle
- School practices such as study skills help keep students on task
- Introduction of Subject and Exam Revision Plans.
- All students to set targets and monitor progress in relation to subject grades.
- Provision of study skills, student motivation talks and study techniques to parents.
- Provision of personal development talks/ workshops for students relating to peer peer-pressure and self-image.

Oaklands Community College

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Repeating a year – conditions to be met	M2/95	<input checked="" 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 034/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Procedures for making September returns to the Department	Circular 56/2009, and instructions issued annually regarding return deadlines	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Annual returns to the National Educational Welfare Board (NEWB)	Education and Welfare Act 2000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Arrangements for parent/teacher and staff meetings	Circular M58/04	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national agreement regarding additional time requirement	Circular 25/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Development of school plan	Section 21 Education Act 1998	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Engagement with school self-evaluation process	Circular 40/2012		
Whole-school guidance plan	Section 21 Education Act 1998	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Guidance provision in post-primary schools	Education Act 1998 (section 9(c)), Circular PPT12/05, Circular 09/2012, section 4	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Delivery of CSPE to all junior cycle classes	Circular M12/01, Circular M13/05	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from the study of Irish	Circular M10/94	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national literacy strategy	Circular 25/2012	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
In-school management structures	Section V Education Act 1998, Circular 04/98, Circular M29/02, Circular 22/2009, Circular 08/2013	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Limited alleviation on filling posts of responsibility for school year 2011/12	Circular 53/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners in education	Circular M27/91	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of child protection procedures	Circular 65/2011 Please record the following information in relation to child protection	<input checked="" 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
	<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 	6		
	<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 and the school board of management informed 	6		
	<ul style="list-style-type: none"> ▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made 	1		
	<ul style="list-style-type: none"> ▪ 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 	1		
Implementation of complaints procedure as appropriate	Section 28 Education Act 1998 Please record the following information in relation to complaints made by parents during this school year		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> ▪ Number of formal parental complaints received 	0			
<ul style="list-style-type: none"> ▪ Number of formal complaints processed 	0			
<ul style="list-style-type: none"> ▪ Number of formal complaints not fully processed by the end of this school year 	0			
Refusal to enrol	Section 29 Education Act 1998 Please record the following information in relation to appeals taken in accordance with Section 29 against the school during this school year		N/A	
Number of section 29 cases taken against the school	0			
Number of cases processed at informal stage	0			
Number of cases heard	0			
Number of appeals upheld	0			
Number of appeals dismissed	0			
Suspension of students	Section 29 Education Act 1998 Please record the following information in relation to appeals taken in accordance with Section 29 against the school during this school year			

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
	Number of section 29 cases taken against the school	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	0		
Expulsion of students	Section 29 Education Act 1998 Please record 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	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	0		

Appendix to School Self-Evaluation report: policy checklist

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	<input checked="" 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 Equal Status Acts 2000-2011 <i>Anti-bullying Procedures for Primary and Post-primary schools</i> 2013, and Circular 45/13	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Attendance and participation strategy ²	Circular M51/93 Section 22, Education (Welfare) Act 2000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Health and Safety Statement	Health and Safety Act 2005 Section 20	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Special educational needs policy ³	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))	<input checked="" 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Substance use policy	Department of Education and Skills Directive; guidelines issued to schools in 2002	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Child Protection Policy	Circular 0065/2011	<input checked="" 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.