



Coláiste Pobail Acla

School Self-Evaluation Report 2017/2018
&
School Improvement Plan

Coláiste Pobail Acla,
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Achill,
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Part 1: School Self-Evaluation Report

1.1. The Focus of the Evaluation

An in-school self-evaluation of attendance in Coláiste Pobail Acla was undertaken during the period August 2017 to May 2018. During this evaluation, attendance was evaluated by all stakeholders. Parents/Guardians, students, and Teachers were surveyed.

Surveys were carried out between November 2017 and March 2018 and results were analysed by April 2018. Concurrent to this, our school policy on Attendance and Participation was also reviewed, sent for consultation to all stakeholders and it was discussed and ratified by the Board of Management on 21/03/18. In addition to this policy, Coláiste Pobail Acla have formulated a Statement of Strategy for School Attendance. All of these processes are feeding directly into our DEIS plan.

1.2. School Context

Coláiste Pobail Acla is a designated community college which operates under Mayo, Sligo and Leitrim Education and Training Board. It serves the catchment area of Achill, Mulranny, Currane, Ballycroy and Newport with a school population of 233 students. Coláiste Pobail Acla is a co-educational community college delivering tuition in academic and vocational subjects. The programmes available in Coláiste Pobail Acla include Junior Certificate Schools Programme (JCSP), Transition Year (TY) and Leaving Certificate Vocational Programme (LCVP). We have an ASD unit which caters for students with extra needs and provides a blended curriculum of mainstream classes and adapted classes.

All subjects are organised on a departmental basis headed by a subject co-ordinator. Management is supported in the planning and implementation of school development by AP1 and AP2 management teams, Pastoral Care team and relevant staff.

Many areas of focus in relation to attendance are outlined in our Attendance and Participation Policy and also in our Strategy for School Attendance (both available on our school website www.colaiSTEPobailacla.ie). All Coláiste Pobail Acla policies are developed and reviewed in consultation with Students, Parents\Guardians, Staff and Board of Management.

1.3. The Findings

All stakeholders were consulted in our School Self Evaluation of attendance.

The whole-school attendance rate for this period was recorded by VSware to be 91%. Approximately 3300 out of over 39000 individual school days were missed by students.

94% of students felt it was important to attend school regularly. The most common reason for students to be absent was illness/appointment at 67%. 91% of students surveyed had not been late for school in the previous 4 weeks.

Teachers were surveyed on using Microsoft Office 365 and the Likert scale was used. Following staff reflection on Attendance there was a general agreement that the school has an effective system of rewarding good attendance. However, the area of rewarding an

improvement in attendance should be reviewed and more could be put in place to recognise this improvement. All staff agreed that the school placed a high priority on school attendance, there is a system in place to promptly identify absent students and that they are aware of their responsibilities as a staff member in relation to school attendance. Teachers felt that there could be improvements made in communicating the importance the effect of attendance on Teaching and Learning.

Parental Feedback indicated that 94% of students surveyed enjoyed and felt safe at school. 82% of Parents/Guardians surveyed felt the school communicated effectively with them regarding their child's attendance. 80% of Parents/Guardians felt that Coláiste Pobail Acla places a high priority on school attendance. 94% of Parents/Guardians surveyed understood their responsibilities in relation to school attendance.

1.4. Summary of School Self-Evaluation Findings

Our school has strengths in the following areas:

- High attendance rate (91%), this equates to approximately 3300/39000 individual days absent.
- The most common reason for students to be absent was illness/appointment at 67%.
- Excellent Care Team in place with a large emphasis on Pastoral Care.
- Excellent Career Guidance Department support for individual students when necessary.
- *AFL (Assessment for Learning) encourages and supports student attainment.
- VSware is an efficient method of recording student absenteeism.
- The student journal is an effective method of communication between school and home and offers positive reinforcement for students.
- Wide and varied programme of extra-curricular activities. This motivates students and enriches their experience of school.
- Coláiste Pobail Acla supports high achievement and exceptionally able students by differentiation in class and additional classes where appropriate.
- Student Council is active and involved in school life.
- Rewards for good attendance in every year group.
- TY encourages regular attendance because of the nature of the programme and group and project work.
- Letters are sent to Parents/Guardians of students with high absentee rates and they are called into the school for meetings regarding attendance.
- Monitoring, discussion and support at BOM level Attendance and Participation Policy discussed with all stakeholders and ratified through the Board of Management.

*AFL (Assessment for Learning) is about using assessment in the classroom as a tool to improve students learning and is characterised by sharing learning goals with students, helping students to recognise the standards they are aiming for, involving students in assessing their own learning and providing feedback. This helps students to recognise what they must do to close any gaps in their knowledge or understanding, communicating confidence that every student can improve and adjusting teaching to take account of the results of assessment.

1.5. Priorities for Improvement for 2018/2019

- Reduction in the overall number of school days missed by students by 1%. (From 91% to 92%).
- Improvement in punctuality by individual students, both for time of arrival at school and also to classes within the school day.
- Analysis of figures for high absentee rates to identify the causes in the case of individual students and streamlining the action the school takes in relation to these cases.
- Communication with Parents/Guardians:
 - Linking attendance and attainment, highlighting the importance of good attendance in order to reduce the total number of student's absences.
 - Addressing unexplained half days.
 - Texting Parents/Guardians more frequently/ conducting spot checks to reduce the number of students absent half days.

Part 2: School Improvement Plan

2.1. Target 1: Reduction in number of days lost due to student absenteeism.

IMPROVEMENT TARGET	REQUIRED ACTIONS	PERSON/S RESPONSIBLE	MEASURABLE OUTCOMES SUCCESS CRITERIA	TIMEFRAME FOR ACTIONS	REVIEW DATES
Reduction in number of days lost due to student absenteeism.	Students and their families prioritize attendance and punctuality. Effective communication with Parents/Guardians and students needed in relation to the importance of regular attendance.	Whole staff. Student Council. Parent Council.	Decrease in student absenteeism by 1%, review at the beginning of Jan. and regularly afterwards.	Academic year 2018-2019.	Jan, May 2019.
	Message regarding importance of attendance given to Parents/Guardians at every opportunity.	Principal, Deputy Principal Attendance Officer All teachers. All SNAs. Parent Council Student Council			
	Prizes awarded for Attendance. Class attendance award.	Tutors, Care Team, Major award for full attendance and additional award for improved attendance (To be introduced following analysis of data gathered in surveys)			
	Early intervention if a student has an absentee rate that causes concern. Contact from Attendance Officer/HSCLO on 3 rd day of absence; record contact on VSware. Encourage Parents/Guardians to contact school prior to absence and put note in journal when student is returning to school.	Tutor > Care Team > Deputy Principal, Principal. Attendance Officer/HSCLO			
	Accurate record keeping. Weekly review. VSware dashboard used as reminder to Tutors.	Tutors, all teachers.	As above.	Academic year 2018-19.	May 2019.
	Tusla Reports returned Jan. and June. All Parents/Guardians informed if their child is included on the report. Meeting held with Tutor and/or Deputy Principal.	Attendance Officer	As above.	Academic year 2018-19.	May 2019.

2.2. Target 2: Reduction in the number of students coming into school late.

IMPROVEMENT TARGET	REQUIRED ACTIONS	PERSON/S RESPONSIBLE	MEASURABLE OUTCOMES SUCCESS CRITERIA	TIMEFRAME FOR ACTIONS	REVIEW DATES
Reduction in the number of students coming into school late.	Meet and greet in the morning, by Principal, Deputy Principal.	Principal, Deputy Principal. Care Team. Career Guidance, HSCL	Rolling decrease in the numbers of students who are late to school to a maximum of 5% by end of Dec. Whole school/ tutor class basis. Focus on the improvement for whole classes. Sensitive handling required, no student should be singled out/embarrassed/ etc.	Academic year 2018-19.	Jan., May 2019.
	Prizes awarded for Punctuality-individual, (as described in our Attendance and Participation Policy).	Tutors, Care Team, organizer of Awards Day.	As above.		
	Vigilance in the corridor	All teachers.			
	Sanctions for lateness into school.	Tutors to impose sanctions, teachers to keep accurate class registers.	Awareness of timekeeping. Number of minutes late reduced (fewer Late notes) Less corridor traffic.		
	Use L&N strategies: e.g. Numeracy – telling time, Language of time, Timetable awareness.	All teachers.			

2.3. Target 3: Reduction in number of students coming to class late.

IMPROVEMENT TARGET	REQUIRED ACTIONS	PERSON/S RESPONSIBLE	MEASURABLE OUTCOMES SUCCESS CRITERIA	TIMEFRAME FOR ACTIONS	REVIEW DATES
Reduction in number of students coming to class late.	Vigilance in the corridor. All teachers who have base rooms stand in their doorways between classes and encourage prompt movement from class to class.	All teachers.	Teacher survey: rolling reduction, 10% improvement by end of Dec.	Academic year 2018-19.	Jan 2019, May 2019
	Teacher classroom strategies: Remind students when they are allowed to visit their lockers. Hold students back at break, duration depends on how late they were for class. In Language classes: student apologizes in target language. Report sheet given for punctuality only.				

3. Declaration

This Coláiste Pobail Acla document was adopted by the Board of Management of Coláiste Pobail Acla on:

Signed: _____

Date: _____

Mr. Pat Kilbane

Chairperson of the Board of Management

Signed: _____

Date: _____

Mr. Paul Fahy

Board Secretary & School Principal (Acting)