



Le Chéile Schools Trust

End of School Year Report

School: Scoil Pól, Kilfinane, Co. Limerick

2016 - 2017

Contents

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The only attachments we require with this completed report are:

- **Parents Association Report**
- **Student Council Report**
- **Revised or Updated (2017/2018) Admissions Policy**
- **Schools Self-evaluation report and School Improvement Plan (link to DES Website for Template provided)**
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Signed: _____

Date: _____

Chairperson, Board of Management

Section 1. Contact Details

This is the information we will use in our handbook for 2017-2018, please check the last handbook to confirm the accuracy of the current details and make any suggested amendments below

School Roll Number: 64130W

Name and Address: Scoil Pól, Kilfinane, Co. Limerick

Has the schools registered as a Charity with the Charity Regulatory Authority? If so, School Charity No.

School telephone number: 06391197 School E mail: secretary@scoilpol.ie

School web Address: www.scoilpol.ie

Principal's contact details

Name: Michael O Hara

Telephone number: 06391197 Mobile number: 0872849582

E-mail (print please): mikeohara@scoilpol.ie

Deputy Principal's contact details

Name: Bridget Ryan

Telephone number: 06391197 Mobile number: 0874105383

E-mail (print please):bridgetryan@scoilpol.ie

Additional Deputy Principal's contact details (where applicable)

Name:

Telephone number:

Mobile number:

E-mail (print please):

Board of Management Members 2016-2017 (cut and paste your own list if preferred)

	Name	Address	Telephone and e-mail
Chairperson Trustee nominee	Sr. Eileen Kelly	St. Pauls Convent, Kilfinane, Co. Limerick	063 91025 stpaulsfin@gmail.com
Trustee nominee	Sr. Kathleen Neenan	St. Paul's Convent, Selly Park, Birmingham,B29 7LL, England	kneenan@hotmail.com 00447801795790
Trustee nominee	Brid Quinn	Forest View, Kilfinane, Co. Limerick.	063 91176
Trustee nominee	Paddy Kelly	"Ryalle", Kilfinane, Co. Limerick	063 91282
Teacher nominee	Susan Lowe	The Mill House Smithfield, Croagh	0879115648 susanfitzgerald@scoilpol.ie

		Limerick	
Teacher nominee	Barry Lipper	118 Norwood Park Singland Limerick	087 7654947 barrylipper@scoilpol.ie
Parent nominee 063 91025 stpaulsfin@gmail.com	Liz Power	Sunville Upper Ardpatrick Co. Limerick	0868324457
Parent nominee	Neilus Hennessy	Corner House Kilfinane Co. Limerick	0872709540
<u>Term of Office of Board:</u> Year 2		Any Changes to Board during 2016-2017 No	

Section 2. School Mission Statement

MISSION STATEMENT

Scoil Pól is committed to the provision of an inclusive broadly based education, within a Christian community, where mutual trust and respect facilitate personal, social, vocational, academic and spiritual development.

When was the Statement last reviewed (school year)?

2016

Le Chéile Research

Based on last year's response we are now sending 2 Updates newsletters electronically and one hard copy and we have kept the locations of the cluster meetings the same as previous years.

1. What training events or topics would you like to be considered for inclusion in future Le Chéile Meetings, AGM, June Meeting? (For Students, Staff or BOM.)
2. Do you have a link to the Le Chéile website from your school website? No – (being addressed)
3. We are currently reviewing our website, What would you find useful for your staff, yourself and students on our website?

Outline any inter- Le Chéile school activities that your school participated in during the past year?

Pay it forward

School twinning with sister school in Dublin

Section 3. Statistics

Total number of Students in September 2016:

335

Student Enrolment

Is there an admissions policy in place? Yes

Date of most recent review (school year) 2015

Please attach a copy of the most recently revised policy to this form

Has the school been subject to S29 appeal relating to admissions in:

	No. of Appeals	Won	Lost
2016/2017	0		

Is the school generally oversubscribed? No

Is there spare capacity in the school? Yes

How many nationalities are currently represented in the student body? 8 - 12

Curriculum

Programmes offered: (Tick boxes below)

	Junior Certificate	Jun Cert Schools Programme (JCSP)	Transition Year	Leaving Certificate	LCA	LCVP	Subjects shared with other schools
2016/2017	x		x	X	X	X	

Extra-curricular activities offered:

Hurling, football, ladies football, camogie, chess, debating, Green School Committee, Meitheal Spóirt (a voluntary group of senior students) who organize volleyball, badminton, indoor soccer leagues etc at

lunchtime, fundraising for charity, Gaisce awards, school news group, cross country and athletics, equestrian, rugby

Staff

Number of teachers 2016-2017

	Permanent	CID	TWT	RPT	Other
2016/2017	9	14		10	

Did you receive any teachers from the redeployment panel in 2016-2017? no

Number of privately paid teachers in 2016-2017, if any? 0

Posts of Responsibility 2016 - 2017

2016/2017	Assistant principals:	Special Duties:
Number	2 + 1 Programme Coordinator	1

Any comment?

Need the new circular since last year. Its offensive that we are reopening and have no definite direction on the new system and good teachers deserving of a post or an opportunity to apply for a post being disillusioned again

Non-teaching Staff 2016-2017

	Fulltime 2016/2017	Part time 2016/2017	Paid by DES or school?
Secretary(ies)	1		DES and School
Bursar / Accounts Person	1		School
Caretaker(s)	1		Des and School
Other (e.g., Sports Coaches) Bus drivers	3		School

Chaplain

Funded by:	DES paid (i.e. within teaching allocation)		School Paid		Subsidised by Congregation		Part of Parish Service	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
No.s 2016/2017	0	0	0	0	0	0	0	0

R.E. / Faith Development

Number of RE teachers	Do students sit RE State Exams		Number of periods RE per week		Are Retreats Offered to?		Do you have a Chapel or Sacred Space?
	<u>2016/2017</u>	Jun Cert	No	1st yr	2	1st yr	
	Leaving Cert	No	2nd yr	2	2nd yr		
			3rd yr	2	3rd yr	Yes	
			TY	2	TY	Yes	
			5th yr	2	5th yr	Yes	
			6th yr	2	6th yr	Yes	
			LCA	2			

School Policies Update

	In place and recently reviewed (i.e. between Sept. 2016 - June 2017)	Currently being reviewed (to be finalised in 2017-2018)	In place but not recently reviewed
Child Protection	Y		
Admissions	Y		
Anti bullying / cyber bullying	Y		
Code of Behaviour	Y		
Critical Incidents	Y		
Dignity in the Workplace	Y		Y
Guidance	Y		Y
Literacy and Numeracy	Y		
Pastoral care	Y		
R.E.			
Special Needs	Y		
Substance Misuse	Y		Y
SPHE/RSE	Y		
Curriculum	Y		Y
Data Protection	Y		Y
Other...			

Section 4. Property

1.) Emergency /Additional Accommodation / Summer Works

Funding amount received	Nature of the work and date of completion
Approval for 2m	Approval for new Construction Studies and preparation area and a two room SEN unit – at planning

2.) General comment on the condition of the property and update on any improvements, extensions or replacement of school buildings carried out from September 2016 to June 2017 (e.g. any application for Emergency Works or other grants made during the year?)

Was Le Chéile approval sought?

School building in good condition. Age of school – 37yrs.

Toilet facilities need upgrading across school. Boilers and phone system will need attention in coming years

Due to sustained growth in student numbers, the available space and classrooms is now approaching its maximum. Further applications for specialist room's extension will be made in the coming year

3.) Has the Board of Management discussed plans for capital work over the next few years? Please give details (including funding possibilities and, if Noel Merrick -JMB has given a report please indicate that here)

Yes – the completion of the current building extension. Board is very aware of the growing accommodation difficulties

4.) Detail any specific health and safety issues identified: Access to adequate toilet facilities for SEN child with toileting needs/difficulties

What plans are in place to address these?

Toilet refurbishment has been completed to address this matter under emergency funding from the Department of Education (under €5k)

Car parking facilities – for cars and drop off area for school busses. Currently using temporary area. New development will incorporate parking facilities

Due to increased numbers of staff, staff facility – especially toilet facilities – is becoming a major issue. To resolve, it will need to be part of a greater development plan that involves a new sports hall, conversion of existing to additional classroom accommodation and then conversion and extension of staff facilities (and student canteen)

Section 5. Finance

1 (a) Have you submitted your 2016-2017 Accounts to: (Please enter Yes/No)

Le Chéile (elec.): Yes	Le Chéile (Hard Copy): Yes	FSSU: Yes
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1 (b) Are your accounts audited or certified? Audited

If certified, when were they last audited?

2. Has your budget for 2017-2018 been agreed by the board? Yes

Has your budget for 2017-2018 been submitted to Le Chéile? (Submission date 30th May) Yes

3a. Do you have a contingency fund or savings fund ring fenced for emergencies or unplanned spend?

Yes

3b. Do you have a savings fund for a specific event or purpose? No

4. Do you have outstanding loans or leases? Please detail their value, payee, duration

Value € Total & outstanding amount	Payee - Loan due to:	Duration (e.g., 2016 – 3 years)
0	0	0

Section 6. School Self Evaluation

1 Ethos and Context

(a) 2016-2017 Any special celebrations/events marking the school ethos e.g. Founder's Day, Catholic Schools Week, Le Chéile Pay it Forward Day?

Start of school blessing at full school assembly

St Pauls mass in January

Carol service

In excess of €3,000 raised for charitable organisations by students over the year

Confessions at regular intervals

Retreats for 3rd, 5th and 6th yrs in school

Catholic school week where an annual theme is decided upon and daily reflections are based on this theme
 Active involvement in charitable fundraising for a variety of deserving causes that raise student awareness about those less fortunate than them
 Transition Year week of social work placement with disadvantaged children
 6th yr Graduation Mass

(b) Any important celebrations or events planned for 2017-2018? No

(c) Does the school have an Anam Cara? Yes

2. Inclusion

	2016/2017
Number of learning support/resource teachers:	All staff
Number of students in receipt of learning support/resource:	36
Number of international students in receipt of language support:	1
Number of Students from the Travelling Community:	0

a) **Is provision made for students with physical disabilities?** Yes, but work required at some rooms to provide wheelchair exit. Intended as a works scheme in the years to come

b) **Does the school provide financial/other support (books, uniform etc.) for economically deprived students?** Yes

3.School Self-Evaluation Report and Improvement Plan

Please append your school's self-evaluation report and school improvement plan 2016 / 2017. A blank template is detailed on the following pages and can also be found on the DES website - <http://schoolself-evaluation.ie/post-primary/resources/reporting-sse>

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in Scoil Pól was undertaken during the period September 2016 to June 2017. During the evaluation, teaching and learning in the following subjects and programmes were evaluated:

- Literacy (in L1 English in English medium schools/ in L1 and L2, English and Irish in Irish medium schools)

- Numeracy: Understanding and using Mathematics
- Assessment for Learning

This is a report on the findings of the evaluation.

1.2 School context

Scoil Pól is based in a small rural town of approximately 1500 people. The larger catchment area is predominately agricultural based with any extra employment based in Limerick and Cork cities and in Mitchelstown (Dairy Production). The student cohort is approximately equally divided male and female. The nearest alternative secondary school is 10km, thus making Scoil Pól the only viable option for many families. Enrolment has been increasing over the last four years going from 179 students in 2010 to 232 students in 2014 with an enrolment of 385 in September 2017. This is linked to a growing catchment area due to an increase in the school's PR. Because of our rural setting, we are obliged to provide as wide a curriculum as possible to our students to provide them the opportunity to compete for their college and career options. This places a constant demand on resources.

The staff in Scoil Pól is equally divided in terms of age/experience with an approximate 60/40 female to male representation. The school building is relatively new – 1986 build – and is in excellent condition. There are ample grounds surrounding the school that holds playing pitch and hard court areas along with a large area suitable for future development, if required (location for planned developments 2015/17 – planning permission granted)

The schools Ethos and Mission Statement guide our school in an inclusive, caring and respectful manner within which there is a high expectation from all students to achieve to the best of their abilities. Students in Scoil Pól are encouraged to be aware of others and to learn to accept each other for whom and what they are.

2. The findings

- Literacy – continues to be imbedded across all subjects
- Numeracy – continued progress across all subjects
- Attainment of subject and programme objectives - very good
- Learning environment – excellent. Positive atmosphere, high teacher expectations
- Students' engagement in learning – very good. Academic tracking and pastoral interviews indicate students happy with engagement. Additional staff roles in pastoral care to supplement the ongoing work completed in this role across the school
- Learning to learn – assessment for learning focus commenced. Formative assessment for students commenced with both written and verbal replies given to students
- Preparation for teaching – excellent. Teachers very aware of their role in continuing to develop the school. Planning time given to all teachers to assist in preparation of the new elements in the new Junior Certificate
- Teaching approaches – varied methodologies found across the curriculum. Pastoral element continues to underpin all teacher interaction with students
- Management of students – very good. Systems are fair and equitable. Code of behaviour is based on restorative justice and behaviour correction by the students. 1st yr students surveyed to ascertain the success/issues around settling in to Scoil Pól. Very positive feedback from students
- Assessment – a combination of continuous and set exams continues throughout the year for all groups. Four reports sent home through the school year. Academic tracking monitors student's progress through the year. Formative assessment being implemented in weekly/regular class based tests

3. Progress made on previously-identified targets improvement targets

- Attendance – further improvements were seen. Greater awareness by students of the need to attend school daily to benefit from contact with class teacher – use of VSWare roll taking has been improved and imbedded across the school. Students arriving late to school without parental excuse are given detention for their poor time keeping. Contact with parents on a daily basis has been improved with a dedicated contact phone number given to parents
- Numeracy – work continues to imbed numeracy across the curriculum. Teachers encouraged to include – where possible – at Subject Department Meetings.
- Increase in numerical based signage throughout school

4. Summary of school self-evaluation findings

4.1 Our school has **strengths** in the following areas:

- Strong and committed ethos based staff interested in the wellbeing of all our students
- High standard of teaching and learning throughout the school
- Wide variety of teaching methodologies and assessment techniques across the curriculum

4.2 The following areas **are prioritised for improvement**:

- Application and adoption of technology in a positive way in the classroom
- Differentiation in all subjects – focus on differentiating 'upwards'
- Continued peer observation among staff
- Imbedding of the one hour class in the school structure

4.3 The following legislative and regulatory requirements need to be addressed.

- Critical incident policy and team to be revised
- Continued revision of school policies to reflect new changes and practices

Our Self-Evaluation Report and Improvement Plan

1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

1.1 Outcomes of our last improvement plan from 2016 to 2017

- Attendance rates were improved
- Number of students taking higher level options in LC and JC increased
- Differentiation for high achievers commenced

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period Sept 2016 to June 2017. We evaluated the following aspect(s) of teaching and learning:

- Differentiation for all students of all abilities
- Development of study and homework skills

2. Findings

2.1 This is effective / very effective practice in our school

List the main strengths of the school in teaching and learning.

- Teaching to all abilities in the classroom
- Working one to one and in small groups with in classes
- Supporting individuals with additional notes/time, etc as required

2.2. This is how we know

List the evidence sources. Refer to students' dispositions, attainment, knowledge and skills.

- Retention and improvement of student numbers opting for higher level subjects at LC and JC
- Increase in results throughout school year and in LC
- Students referring to teachers work on their behalf at student council and other meetings
 - Quality of work improved
 - Confidence within students improved

2.3 This is what we are going to focus on to improve our practice further

Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.

- Integration of increased variety of teaching methodologies in classes
- Continued development of the use of technology in the classroom
- Continued development of study and learning skills for students to benefit from

3. Our improvement plan

On the next page we have recorded:

- The targets for improvement we have set
- The actions we will implement to achieve these
- Who is responsible for implementing, monitoring and reviewing our improvement plan
- How we will measure progress and check outcomes (criteria for success)

As we implement our improvement plan we will record:

- The progress made, and adjustments made, and when
- Achievement of targets (original and modified), and when

Target	
Actions	
Persons / groups responsible	
Criteria for success	
Progress and adjustments	
Targets Achieved	

Target	Action	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets Achieved
To integrate a wider selection of teaching methodologies in teaching	Using peer observation, share methodologies and incorporate new ideas in the classroom	All staff	Record to be kept of various methods tried and teacher assessed		
To change to 1 x hour class	To accommodate preparation and teaching methodologies and planning to the 1 x hr class	All staff			

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Section 7. Parents Association and Student Council Reports

Parents Association Report

Name of Chairperson: Mary Condon

Name of Secretary: Margaret Crowley

How many meetings were held in 2016-2017: 6

Number of committee members: 8

Total number of members: 20

Has the Parents Association been invited to meet the Board of Management? Yes – to be completed this Autumn

Brief report of activities 2016-2017:

Reading and overview of policies reviewed throughout school year

Involved in fundraising events across school year

Organised parents information evenings – 3 – on a variety of subjects

Involved in school musical

Involved in discussion and decision on introducing ipads at 1st yr 2017

Student Council Report

How many meetings were held in 2016-2017: 9

Has the Student Council been invited to meet the Board of Management? Yes

Brief report of activities 2016-2017:

Maintained assistance to staff in watching out for vulnerable children

Actively involved in the promotion of healthy eating across school

Assisted the Green schools committee

Council would assess students concerns relative to classes and or teachers and bring a written report to principal via coordinating teacher

Involved in coordinating school events and fundraising activities

Assisted in monitoring make up and jewellery on students as per appendix in code of discipline

Assisted Cairdeas groups

Coordinated 'buddy' system for 1st yrs