Abbey Vocational School
Donegal Town
Roll No: 71180f

School Self-Evaluation Report

Evaluation period**:** June 2016

Report issue date: *June 15ᵗʰ 2016*
End of cycle one

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in the Abbey Vocational School Donegal was undertaken during the period Sept 2012 to June 2016. During the evaluation, teaching and learning in the following subjects and programmes were evaluated:

- .A whole school anti bullying questionnaire was carried out in December 2012.
- A survey was carried out amongst third year parents and students in 2012 as part of school self evaluation.
- The school underwent a Whole School Evaluation Management Leadership and Learning inspection in September 2013. There are a number of recommendations being followed up from this.
1. RSE Policy review
2. TY Plan review
3. Board teaching and learning five year plan
4. Teaching methodologies review of practice
5. SEN Department – review of timetabling

Improvements in these Areas June 2016:

Area to be addressed	Progress
Rse Policy review	Policy reviewed. Two staff trained in the area of RSE. RSE has been rolled out to all senior cycle students 2014 onwards
Ty Plan review	TY programme and plan reviewed fully. Numbers increased. TY enrolment policy now in place and TY work experience policy now in place .
Board teaching and learning five year plan	Plan in place since 2014 and reviewed annually Teaching and learning on every agenda of Board meetings
SEN Department – review of timetabling	Review taken place 2104 . Whole staff training in SEN 2015 – 2016. Larger SEN team working on overall areas. Staff members doing SEN course.

As part of the school self evaluation process phase one was implemented as follows:

SSE Phase 1

- **Literacy – 2014, 2015 ,2016**
- **Numeracy - 2015, 2016**
- **IL - 2016**

1.2 School Context:

The Abbey Vocational School is the largest of the fifteen schools administered by the Donegal Education and Training Board (ETB) and is the only post-primary school in Donegal town.

It is a non-denominational, co-educational school catering for 760 students. Though formally established on its current site in 1982, the school can trace its development back to the 1940s. The school provides the Junior Certificate programme, a Transition Year option, the Leaving Certificate programme, the Leaving Certificate Vocational Programme and the

Leaving Certificate Applied (LCA) programme. The School is a non Deis school but as the only post primary school in the town, it caters for a broad range of students economically socially and academically . It is also worth noting that five of our feeder schools have a designated Deis Status,

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Area 1 – Literacy :

Literacy in 2013 -2014:
- A purposive sample of 25 first years did the CAT test to gauge literacy in order to cross reference generic development across one calendar and curricular year
- A staff presentation and staff workshops in the area of literacy were held

Literacy initiatives were implemented throughout the year to improve reading - DEAR, Key word vocabulary Notebooks, Library visits.

- The sample group resat the Cat 3 tests which they had completed prior to entry. This focus group was comprised of a representational cross section of our students, with regards to gender, SEN, ethnicity etc. The tests were administered, scored, and the data compared with their previous results.

- While a substantial number were performing at the same level, 20% had disimproved while conversely 20 % had improved. We also checked to see if it was the same students who were responsible for the change in scores, but in a lot of the cases, this was not apparent.

- The breakdown of results was brought to the attention of all staff. A possible reason for the decline in scores mooted was that perhaps some of the participating students did not engage with the task fully ; however, having administered the test, the members of the LS Team did not feel that to be true.

- Another possible reason - speculatively- could be the disconnect between the primary and secondary syllabus, with some of the challenges of navigating new syllabi engendering difficulties for some of the students.

- A further reason was transition process from primary to post primary school and the compliance with the national statistics that students in first year show scores that imply disimprovement in English and maths

Literacy 2014 – 2015:

1. Vocabulary initiative was implemented to improve reading comprehension and understanding Blooms taxonomy was implemented as a whole school initiative. Posters on all class room walls.
2. Increase reading for pleasure initiatives were implemented :
- Revamp library
- Read wall
- Lunch time book clubs
- Creative writing groups
- Purchase boy friendly material
- Use school website to involve parents
- SEES – skills for excellence day – Literacy as a whole school activity – linked to world book day
- Link in with local library.
3. **Work on transfer process from Primary to Post Primary School was initiated. Transfer booklet introduced by sub committee**

Literacy 2015 2016:

Targets:
- Improve figures around those who enjoy reading for pleasure
- Improve library use (See numerous surveys and initiatives re same)
- Improve transfer process of incoming students

Process:
An Adolescent Reading Survey was given to 2 first year groups in September 2015 and then again in May 2016
Teachers of these groups engaged in a series of strategies to promote "Reading for Pleasure" in their classes

Analysis

- Overall the results are disappointing, while there was no change in students views of their reading competence (coded as "Self-concept as a Reader") there was a decrease in their views on the "Value of Reading".
- However possible outside factors may be influencing this, their age, per pressure and the fact that books and reading are competing with ever increasing new technologies which many first years are just getting access to.

Recommendations

- A different survey for the future, one not reliant on self-confessed attitudes
- First years may not be a suitable target group to survey

Literacy Initiatives 2015-2016

First Year "Reading for Pleasure "

Classes 1 D and 1B. Teachers B Logue and B Keenan agreed to implement "Reading for Pleasure "strategies with these first year groups. This included extra trips to the library, promotion of the reading project, general discussion of popular books and getting students to complied lists of their favourite books, making posters listing their current reading activities etc... Classes were given a survey at the start of the year the results collated. At the end of the year this same survey was administered and results compared to measure the success of the initiative.

Blooms Taxonomy Posters.

A poster was distributed to all teachers with the request they wold display it in a prominent location in their classroom. A letter detailing the purpose of the poster was also given.

The Spelling "B"

S Canning organised a Spelling B for the first years, every teacher of first year English taught the spelling list in the journal until the Mid-term. Teachers assessed their classes and put forward three candidates with the highest scores for an inter-class spelling competition. Classes 1A 1B and 1C competed against one another in the first semi-final and classes 1D 1E and 1F competed in a second semi-final . Nine candidates went forward from these heats to a pre-Christmas final. Winners were presented with prizes and all semi-finalists were given certificates of achievement.

The Reading Room

A selection of texts were taken from the main library and a reading room was set up in room 12A. The librarian made the selection and arranged and catalogued the texts for the reading room.

Mental Health Poetry Competition

As part of a weeklong promotion of mental health within the school a poetry competition was held where first and second years were invited to enter a poem on the theme "It's good to be alive". All entries were displayed in the assembly and the winners were given prizes.

The Readathon

English teachers promoted the MS Readathon within their classes, many students participated and over €2000 was raised.

The Literacy Board

A Literacy Board was set up outside the Reading Room. Key words related to curricular assessment will be posted, a different word each day with a definition. Students will post book recommendations and general "book news" will be posted.

World Book Day

Display boards were set up in the main assembly and posters were put up around the school with information about various Irish Writers. Junior students were given quiz sheets and allowed to search the school for the answers, correct quiz sheets were placed in a draw and winners selected for book token prizes.

Crossword Competition

A crossword competition was held and students encouraged to enter. N Doherty collected the entries and corrected entries were put in a draw for a book token.

Shakespeare 400, Quiz, Promotional Board

To celebrate the 400 anniversary of Shakespeare's death a display board was set up in the main assembly and students were given Shakespeare quiz sheets to complete, the information could be accessed from the board.

2. Improved transfer process:

All first years participated in a survey which was supported and carried out by the NBSS. Data showed that here were areas for improvement in this area. A subcommittee worked on this throughout the year.

- Work on enhancement of transfer booklet
- Work on improved induction process

- Clear classroom rules posted on all walls
- Improvements to be made on maps and sign posts
- Homework policy devised by academic monitoring committee
- Mentoring system to be introduced
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Area 2 Numeracy:

Year 1: 2014 – 2015

. Following support meetings and workshops from the PDST the numeracy committee compiled an action plan as follows:

1. **Sten scores of first years were examined:** (1st yr. 2014/15)

   Sten 9-10   4/149 = 2.7%;

   Sten 6-8 76/149 = 51%;

   Sten 1-5 69/149 = 46.3%

2. **Uptake at higher level maths at Junior Cert was examined**

   Uptake at JC higher level Maths has been above the national average each year for the last five years: 54.3 > 51.6 (2014)

   ==Results at JC ordinary level has also been above the national average: 42.1 > 41.8==

3. **The committee carried out a survey (A PDST competency survey) of all first years to identify the areas that needed improvement**:

   PDST Maths competency test indicates that the following topics are strong:

   Computation, decimals, graphs and interpret, measure, units, language, length, integers.

   Survey of all 1st yr students revealed the following:

   • 65.5% like Maths

   • 64% think they are good at Maths

   • 82.8% believe that the skills they learn come in useful in other subjects

   • 93.5% think they can improve their numeracy skills

   • 84.9% see where Maths is relevant in their everyday life

   • 90% are required to justify and explain their answers in all their subjects

   • 84.9% disagree that they give up early if they don't get the correct answer

   Summary of main areas requiring improvements:

   1. Attainment at the top grades at ordinary level may need to be improved.

   2, The PDST competency test indicates that efforts could be made to try to improve the following topics:

   - Problem solving, language, VAT %, fractions, applied measure.

- 44.6% find it difficult to understand some of the words in Maths
- 51.8% receive the opportunity to work as part of a team to solve problems in most classes
- 41.7% enjoy trying to figure out a difficult Maths problem
- 51% find it easy to create a mathematical problem from a written question.
- 58.2% expressed that they dislike solving difficult Maths problems.

4.Target:

To increase the percentage of students in this cohort who indicate that they enjoy trying to solve a difficult maths problem to 65% by March 2017. Ideally, this should correspond with the number of students who indicate that they like maths, currently standing at 65.5%. It is the intention to improve the overall approach and mind-set towards problem solving throughout the school.

Improvement Targets	Required Actions	Success Criteria / Measurable Outcomes	Persons Responsible	Timeframe for Actions	Review Dates
Target: *To increase the percentage of students in this cohort who indicate that they enjoy trying to solve a difficult maths problem to 65% by March 2017. Ideally, this should correspond with the number of students who indicate that they like maths, currently standing at 65.5%. It is the intention to improve the overall approach and mind-set towards problem solving throughout the school.*	Numeracy Noticeboard.	Promotion of numeracy events	C. Mohan	March 2015	June 2015 and June 2016
	Maths competition.	Increased enjoyment in numeracy	K. Harvey/ S. Begley	March 2015	June 2015 & June 2016
	Problem solving strategies. Posters for classrooms. **ROSE Initiative**	Embraced by all staff. Being trialed by some staff from Easter – Summer 2015	S. McGoldrick	Ready for Aug 2015	June 2016
			Numeracy Committee	Nov. 2015	June 2016
	Common teaching approaches throughout school.			Jan/feb 2016	
		Increased enjoyment in numeracy	Numeracy Committee		June 2016
	Maths games, Eg Countdown				

Progress and Results:

30th May 2016 Analyses of Data:

The overall initiative was the implementation of RSE (read, organise, solve, evaluate) which was a whole school approach.

Problem solving was highlighted as the initial problem area to try and improve.

A retest of the original test group was carried out in May 2016 and the following was established:

- Language and understanding rose from 61% to 81% .20/61 = 33% increase overall
- Problem Solving went from 19% to 31%. 12/19 = 63% increase
- Language understanding went from 53% t o66 % 13/53 = 25% increase

However:

- Compute/problem went from 81% to 66% which was and 18% decline. The committee feel this was in relation to the manner in which the question was posed in this area. It was a vague question and was unclear.
- Simple calculation results would have declined % ? This committee feel that this is due to the widespread use of the calculator which is set out in the project maths guidelines as issued by the DES. This is something the committee would like to address .

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Area 3 : Instructional Leadership:

Instructional leadership 2015 – 2016 :

- Process of staff training commenced. Three cohorts now attending training – 9 staff in all.
- Committee formed
- Survey carried out to see what IL initiative are being used by staff in various subject departments - surveys inconclusive
- Two staff members piloted their own classes to evaluate what strategies work well
- Whole staff tatining as part of JCT on active methodologies
- A variety of reading and research carried out by committee on possible strategies for implementation
- booklet compiled for all for all staff

Targets 2016 2017

Link with PDST for support new the new cycle of SSE

- Link with new cycle of SSE re JCT
- Distribution of booklet to all staff as well as upskilling of staff re the booklet
- Gather data from staff – questionnaire to all staff on what active methodologies being used

- Gather data from students on what strategies help them learn
- Implement strategies in booklet
- Retest at end of 2017

4. Summary of school self-evaluation findings

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

These are the strengths identified in the MLL and also by the staff

- The quality of teaching and learning is good or very good with excellent practice in a number of cases.
- Very good preparation for lessons is evident in the range of resources used to support teaching and in the structure and sequence of learning activities.
- Lessons are well managed in a positive and supportive atmosphere.
- Good classroom routines have been well established.
- Students lived up to their teachers' high expectations of cooperation, attention and application.
- Lesson content is communicated clearly through good use of resources such as the Whiteboard, and worksheets and through the manner in which teachers explained topics to their students.
- Good use is made of ICT as a resource to enhance the learning experience.
- Practical lessons are well organised and very good use was made of whole-group Demonstrations to help students to work independently.
- Some excellent practice exists with respect to supporting the development of Students' literacy and numeracy skills. For instance, teachers give explicit attention to areas Such as the use of subject-specific terminology, generic vocabulary used in examinations, And mental arithmetic.
- In many lessons, active methodologies are used to very good effect. Such methods Require students to engage more deeply with lesson content and challenged them to
- Demonstrate their knowledge and understanding.

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

These are the recommendations identified in the MLL and also by the staff

> **Teaching Methodologies:**
> Thus, it is recommended that teachers share and implement the good practice observed with respect to the use of active learning methodologies which challenge students to think for themselves and to demonstrate the extent of their understanding as well as simple recall of knowledge.
>
> **Areas for improvement:**
> - Sharing of resource – Google Drive training and Google classroom
> - ICT Training for all staff 2016 – 2017

- Active learning methodoloiges – to be developed
- Develop Numeracy initiative
- Develop numeracy initiative
- Develop IL Initiative
- Introduce Next SSE Cycle with JCT focus . Support from PDST looked into

SSE Phase 2

Jct focus

1. Questionnaire to management on statements of learning

Questionnaire to Tys on statements of learning

Purpose: To inform the timetable

2. Questionnaire to staff on key skills

   Questionnaire to Tys on Key skills

   Purpose: To inform staff on whole school approach to Key skills and identify one key skill to focus on

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

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	✓☐ Yes ☐ 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	✓☐ Yes ☐ No ✓☐ Yes ☐ No	
Standardisation of school year	Circular 034/2011	✓☐ Yes ☐ No	
Arrangements for parent/teacher and staff meetings	Circular M58/04	✓☐ Yes ☐ No	
Implementation of national literacy strategy	Circular 25/12	✓☐ Yes ☐ No	
Implementation of Croke Park agreement regarding additional time requirement	Circular 025/2011	✓☐ Yes ☐ No	
Development of school plan	Section 21 Education Act 1998	✓☐ Yes ☐ No	
Guidance provision in secondary schools	Circular PPT12/05, Education Act 1998 (section 9(c))	✓☐ Yes ☐ No	
Whole-school guidance plan	Section 21 Education Act 1998	✓☐ Yes ☐ No	
Delivery of CSPE to all junior cycle classes	Circular M12/01 Circular M13/05	✓☐ Yes ☐ No	
Exemption from the study of Irish	Circular M10/94	✓☐ Yes ☐ No	
Implementation of revised in-school management structures	Circular M29/02, Circular 21/98, Circular 30/97, Circular 29/97	✓☐ Yes ☐ No	
Limited alleviation on filling posts of responsibility for school year 2011/12	Circular 53/11	✓☐ Yes ☐ 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
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	✓☐ Yes ☐ No	
	▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE 3☐ ▪ 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 3☐ ▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made 2☐ ▪ 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 2☐		
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	✓☐ Yes ☐ No	
	▪ Number of formal parental complaints received 0☐ ▪ Number of formal complaints processed 0☐ ▪ Number of formal complaints not fully processed by the end of this school year 0☐		
Refusal to enrol	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	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☐		

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
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	0 ☐		
	Number of cases processed at informal stage	0 ☐		
	Number of cases heard	☐		
	Number of appeals upheld	0 ☐		
	Number of appeals dismissed	0 ☐		
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	0 ☐		
	Number of cases processed at informal stage	0 ☐		
	Number of cases heard	0 ☐		
	Number of appeals upheld	☐		
	Number of appeals dismissed	0 ☐		

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	✓☐ Yes ☐ 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	✓☐ Yes ☐ No	
Attendance and participation strategy[2]	Circular M51/93 Section 22, Education Welfare Act 2000	✓☐ Yes ☐ No	
Health and Safety Statement	Health and Safety Act 2005 Section 20	✓☐ Yes ☐ No	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	✓☐ Yes ☐ 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))	✓☐ Yes ☐ 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	✓☐ Yes ☐ No	
Substance use policy	Department of Education and Skills Directive; guidelines issued to schools in 2002	✓☐ Yes ☐ No	
Internet acceptable use policy	Department of Education and Skills Directive	✓☐ Yes ☐ No	
Child Protection Policy	Circular 0065/2011	✓☐ Yes ☐ No	

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[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.

School Plan 2016 - SSE Phase 2 2016 – 2020 Focus:
SSE

24 Statements of learning	Questionnaire to all staff Questionnaire to all students	Results to inform curriculum Results to inform teaching practice
Key Skills	Poster in all rooms to raise awareness Questionnaire to sample group One key skill- "Working with others" to be the focus	Teaches refer to key skill when implemented Staff to focus on this key skill
Instructional Leadership	IL Handbook for all staff Roll out IL strategies to all Cohort 3 to commence IL training	IL Committee to lead whole staff on this area
Short Courses	Coding for first years Wellness / PE Short course	Implement Coding as a pilot school PDST support re PE
Sharing of good practice	Website and Google Drive	Launch of new website
Communication	Website	Increased use of website by all
Numeracy	ROSE initiative – continue with this	Continue to implement ROSE
Literacy	Blooms Taxonomy	Continue to implement Blooms taxonomy

Policy Documents

LCA Work Experience	Develop	WHOLE STAFF/ PA/SC/BOM
Guidance Plan	Develop	WHOLE STAFF/ PA/SC/BOM
Homework Policy	Develop	WHOLE STAFF/ PA/SC/BOM
Gifted and talented policy	Prepare and implement	WHOLE STAFF/ PA/SC/BOM
Good citizen policy/ positive Rewards policy	Commence	WHOLE STAFF/ PA/SC/BOM

RE Policy	Review	WHOLE STAFF/ PA/SC/BOM
Transfer programme	Continue to develop and review NBSS SUPPORT SURVEYS MAPS/ SIGN POSTS INDUCTION PLANS INDUCTION BOOKLETS	WHOLE STAFF/ PA/SC/BOM
Mentoring of new staff	Continue to improve	WHOLE STAFF/ PA/SC/BOM
Pastoral Care policy review To include	Buddy system Big Brother Big Sister plan to commence	WHOLE STAFF/ PA/SC/BOM
CHILD PROTECTION	REVIEW	WHOLE STAFF/ PA/SC/BOM
ANTI BULLYING POLICY	REVIEW	WHOLE STAFF/ PA/SC/BOM
CODE OF BEHAVIOUR	REVIEW	WHOLE STAFF/ PA/SC/BOM
ACCEPTABLE USE POLICY	REVIEW	WHOLE STAFF/ PA/SC/BOM
RESTORATIVE PRACTICE POLICY	CREATE	WHOLE STAFF/ PA/SC/BOM
SEN POLICY	REVIEW	WHOLE STAFF/ PA/SC/BOM
GUIDANCE DOC AND GUIDANCE PLAN TO BE IMPLEMENTED	REVIEW	WHOLE STAFF/ PA/SC/BOM

Building

Sportshall Improvement	Sub committee ETB School working on funds	Phase 1 – improve changing rooms
5 year plan	Overview of all needs with DES support	Phase 1 – whole building review DES
ASD Classrooms	Build to commence	ETB working on same
Creation of more office space	Work commencing re same	Relocating canteen equipment
Creation of more classrooms	Work commencing re same	Purchase of computers or computer room
Pitch	Link with local clubs while we await plan	

INSPECTION OF MANAGEMENT LEADERSHIP LEARNING (MLL)			
MLL TEACHING & LEARNING	ACTIVE TEACHING AND LEARNING METHODOLOGIES	REVIEW STRATEGIES AND CONTINUE ROLL OUT. DEVELOP TRAINING FOR STAFF	MANAGEMENT / WHOLE STAFF / SUB COMMITTEE
MLL TEACHING & LEARNING	SHARING OF GOOD PRACTICE	CONTINUE FROM YEAR 2 & DEVELOP FURTHER INTRODUCE TEACHER COLLABORATION GOOGLE DRIVE TRAINING GOOGLE CLASSROOM	MANAGEMENT / WHOLE STAFF / SUBCOMMITTEES

		TRAINING ICT TRAINING	
MLL	CARE TEAM - FORMALISE MEETINGS	CONTINUE FROM YEAR 2 & DEVELOP FURTHER	MANAGEMENT / WHOLE STAFF / CARE TEAM MEMBERS
MLL	MIDDLE MANAGEMENT FORMALISE MEETINGS	CONTINUE FROM YEAR 2 LEADERSHIP TRAINING	MANAGEMENT / MIDDLE MANAGEMENT
MLL TIMETABLING	LEARNING SUPPORT	REVIEW AND DEVELOP INTRODUCE TEAM TEACHING	MANAGEMENT / WHOLE STAFF / LS TEAM
MLL CURRICULAR	CURRICULAR	RSE AND SPHE CONTINUE TO DEVELOP	MANAGEMENT / SUBCOMMITTEE / TRAINED STAFF
MLL CURRICULAR	CURRICULAR	CSPE REVIEW	MANAGEMENT / WHOLE STAFF
MLL	GREEN SCHOOLS	DEVELOP FURTHER	MANAGEMENT / WHOLE STAFF /LINK TEACHER
MLL	TY	REVIEW WORK TO DATE DEVELOP CORE TEAM AND TUTOR STRUCTURE AND EMBED	MANAGEMENT / WHOLE STAFF / CORE TEAM /COORDINATO
MLL	STUDENT COUNCIL	REVIEW WORK TO DATE. PREFECT AND BUDDY SYSTEM MENTORING SYSTEM	MANAGEMENT / WHOLE STAFF / LINK TEACHER
MLL	SCHOOL PLAN WITH BOM	REVIEW	PRINCIPAL / BOM
MLL	SUBJECT CHOICE	CONTINUE TO DEVELOP GUIDANCE DEPARTMENT	MANAGEMENT / WHOLE S
MLL	SCHOOL BAG HAZARD	PUT PLAN IN PLACE SUBCOMMITTEE TO EXAMINE	MANAGEMENT / WHOLE S

SCHOOL PLAN: 2016 -2017 ADDITIONAL AREAS:

ACADEMIC MONITORING TEAM		HOMEWORK POLICY ENHANCED STUDY SKILLS	
I.T	WEBSITE	WEBSITE TO BE ENHANCED	WHOLE STAFF/ LINK TEACHER
I.T	STAFF TRAINING	GOOGLE CLASSROOM GOOGLE DRIVE	WHOLE STAFF / LINK TEACHERS
STUDENT ENRICHMENT	EXTRACURRICULAR ISSUES	REVIEW STRATEGIES FOR ENHANCING EXTRACURRICULAR IN	WHOLE STAFF / PE DEPT.

		SCHOOL	
STUDENT ENRICHMENT	FUNDRAISING – HALL / PITCH COMMITTEE TO COMMENCE WORK	FUND RAISING COMMITTEE PHASE 3 INITIATIVES	WHOLE STAFF / COMMITTEE LOCA
STUDENT ENRICHMENT	DEVELOP STUDY SKILLS PROGRAMMES	REVIEW	GUIDANCE DEPT. / WHOLE STAFF
PASTORAL CARE	CONTINUE TRAINING HEALTHY SCHOOLS PROJECT TO BEGIN AMBER SCHOOL FLAG TO BE ACHIEVED ACTIVE SCHOOLS FLAG TO BE ACHIEVED	FRIENDS FOR LIFE IMPLEMENTATION MENTORING SYSTEM FIRST YEAR SUPPORT TEAM INITIATIVES HEALTHY SCHOOLS PROJECT	WHOLE STAFF / CARE TEAM
WELCOMING SCHOOLS	SIGNAGE PARENTS ROOM STAGE AREA MUSIC SYSTEM FOR STUDENTS NEW RECEPTION AREA	SAFETY ASPECT CONTINUE	WHOLE STAFF / CARE TEAM
MENTORING OF NEW STAFF	TRAINED MENTORING TEAM IN PLACE	REVIEW MENTORING PROGRAMME	WHOLE STAFF / GUIDANCE
AUTISM UNIT	POLICY AND PLAN	REVIEW ASD PLANNING PLAN FOR TWO CLASSROOMS	WHOLE STAFF / THOSE SHOW ARE
ASSESSMENT	ASSESSMENT & REPORTING IN THE SCHOOL	REVIEW CHANGES MADE	WHOLE STAFF / SUB COMMITTEE
UNIFORM	REVIEW	IMPLEMENT CHANGE	SUBCOMMITTEE /WHOLE STAFF
SCHOOL NAME	CHANGE	IMPLEMENT CHANGE	WHOLE STAFF
TUTOR CLASS SYSTEM	IMPROVE	TRAINING FOR TUTORS	WHOLE STAFF

School Improvement Plan Abbey Vocational School 2016 – 2017					

Summary of strengths

- The school has a literacy, numeracy and IL improvement plan already initiated which is going very well.
- IL practices being tried in classes by staff
- Staff training in IL – 3 Cohorts being trained presently
- Staff have been trained in google drive and in google classroom
- Jct training has commenced in the school.
- Pilot school for a short course in coding

Summary of main areas requiring improvements	- Preparation for JCT - Further development of active teaching and learning methodologies for all staff - Further development of IL strategies - Sharing of resources -google drive and google classroom - Continue with numeracy literacy and IL strategies

Instructional Leadership					
Targets 2016 2017: **Target 1** **Support staff in this area**	**Link with PDST for support new the new cycle of SSE** **•Link with new cycle of SSE re JCT**	**Improvement in numbers of those using IL strategies**	**Whole Staff IL sub committee**	**One year**	**June 2017**
Target 2 **Upskill staff**	**1 Distribution of booklet to all staff** **2upskilling of staff re the booklet** **A3 poster for classrooms**				