



ST. LOUIS HIGH SCHOOL

SCHOOL PLAN

2013-2018

PERMANENT SECTION

Permanent Section of St. Louis High School Plan

1. Mission Statement

St. Louis is a dynamic centre of learning where we are all happy and secure; we nurture creativity and embrace diversity, whilst building on our rich traditions, in an atmosphere of generosity; we share in the journey towards deeper understanding in this complex world.

School Vision and Aims

St. Louis High School was opened in 1913, and since then, has maintained its tradition of imparting a full and balanced education to its students. The school community seeks to live and to proclaim Christian values, to accept people as they are, to affirm their individuality, their present gifts and future promise, and to encourage them as they mature. The school also aims to equip students for the world of work as well as leisure. The school is a community, in which staff, students and parents contribute towards developing a sense of responsibility and confidence which enables its members to choose with good-will and good faith in this complex world. We encourage the pursuit of excellence appropriate to each student so that she may develop to her full potential academically, socially, morally and spiritually.

2. School Profile

History

St. Louis High School for girls was founded by the Sisters of St. Louis, whose aim was to provide Christian education in a changing world. It opened on the 1st September 1913 in "Charleville", originally the residence of Sir John Grey, Lord Lieutenant of Ireland.

From the Convent House, the school expanded in 1929 with the purchase of a nearby property, 8 Grosvenor Road and in 1942 the property next door at 7 Grosvenor Road was acquired. A concert hall wing and twelve classrooms were added in 1950. In 1965-1966 a gym and six new classrooms were added on to the school and a new Convent Chapel was opened.

The introduction of the Free Education Scheme in the Summer of 1967 led to rapid expansion of enrolments. A new school was built which was opened in 1982. Also 1982 marked the drafting of a school plan based on the vision of the ideal School. The Staff Advisory Council emerged in this context. With the establishment of a Board of Management in 1987, a new partnership between Trustees, Staff members, Parents and Students was put in place.

St. Louis High School was established as a Catholic School under the trusteeship of the St. Louis Order. However, as a result of declining numbers within religious

communities, the St. Louis Order joined the “Le Chéile” Schools Trust in May 2009. This was marked at the opening of the school year Mass in September 2009.

The Trust is a collaborative Trust involving fourteen religious congregations who wish to:

Affirm their commitment to the future of Catholic Education.
Provide for the needs of the students and communities in their schools and
Honour its partnership with the government in the education system

The Le Cheile Charter document can be viewed on the website www.lecheiletrust.ie

Context Factors

- St. Louis is an all girls, non fee-paying, voluntary, secondary day school. The school is governed by a Board of Management comprising of eight people made up as follows: four members nominated by Le Cheile Schools Trust, two parents/legal guardians of children currently attending the school and two full time teachers. The Principal acts as secretary to the Board of Management which meets every six to eight weeks.
- Enrolment as of 30th September 2013 was 655 students.
- Entry to the school is non-selective and in the event of the school being oversubscribed a waiting list is compiled. (see admissions policy). The catchment area extends from the Rathmines district to the suburbs for approximately 4 km in all directions. The location of the school is adjacent to a number of bus routes and is within walking distance of the LUAS line.
- While the students’ backgrounds are representative of the range of socio-economic categories, the school has very few students from severely disadvantaged backgrounds.

Structures and Resources

Management

Board of Management

The Board of Management of St Louis High school functions in accordance with the requirements of the Education Act 1998, and Department of Education and Skills policies, rules and directives.

The Board of Management manages the school on behalf of Le Chéile Schools’ Trust and is responsible for ensuring that the characteristic spirit and ethos of St Louis High School as expressed in the school plan is in line with the educational philosophy of the St Louis Order and Le Chéile Schools’ Trust. The Board ensures that all relevant issues of principle or policy are reflected in the school plan.

The Board has a statutory responsibility for the school plan and includes priorities for development, significant proposals for action. School policies are ratified by the Board. The Board of Management asks the Principal to engage with the teaching staff and other partners in the school planning process. The Board receives regular updates on progress and has offered advice and comments on areas of concern or need.

The Board ratifies, after consideration, acceptable proposals for inclusion within the plan and amends or seeks further work or clarification on proposals that raised concerns. The Board compiles an 'annual end-of-year report', including an account of progress on the achievement of objectives set out in the school plan and communicated these to parents, as outlined in Section 20 of the Education Act (1998). The Board pays close attention to Subject Inspection reports and discusses the recommendations that have a significant whole-school dimension or resource implication. The Board supports the planning process as required, particularly in facilitating necessary training and the reasonable allocation of resources. The Board commends the work done in the planning process in its communication with the partners, to help nurture a climate of collaboration, self-evaluation and reflection in the school. The Board of Management leads the review of school policies in collaboration with the staff, parents and students. The Board reflects and discusses how the school plan is progressing and whether it is developing appropriately in order to meet the real needs of St Louis High School and its students.

Middle Management

Along with senior management (Principal and Deputy Principal) there is a middle management team consisting of six Assistant Principals plus a Programme Co-ordinator post at Assistant Principal level and thirteen Special Duties posts.

The School's schedule of posts is drawn up in consultation with the staff and is approved by the Board of Management.

Since 2009 we have lost three Assistant Principal posts to the moratorium. In addition posts have not been filled while post holders are on leave.

Representative Structures

- Representative structures include a Staff Council, a junior and senior Student Representative Council (SRC) and an active Parents' Council.

Staffing

- There is a full-time teaching staff of 42.46 teachers which includes: two guidance counsellors who also have teaching duties and a learning support/resource team.
- The non-teaching staff includes the office, library, caretaking, catering and housekeeping staff in addition to sports coaches.

Structures for in-school management (Posts)

As of September 2013 the post system within the school consists of: 6 AP posts, 1 Programme Co-ordinator Post at AP level, 13 Special Duties Post holders. The current duties at AP level include Year Heads, Resource/Learning Support Co-

ordination & Parents' Council liaison, Programme Co-ordination and Arts & PR. The duties at SD level include Year Heads, Exams, Yearbook, Student Council Liaison, IT Co-ordination, Retreats and Liturgies, Parent Teacher Meetings and School Reports, School Development Planning and Punctuality Officer.

Structures for School Planning

- St. Louis has an SDP co-ordinator at Special Duties level. The co-ordinator has attended SDPI cluster meetings. The duties of the post involve overseeing school development planning in consultation with the deputy principal, principal and planning groups. Due to the moratorium and the effect on the needs of the school, the SDP Co-ordinator fulfilled the role of year head on a temporary basis. This was the case for much of the academic year 2009-10.
- The Staff Council undertakes certain aspects of staff planning such as co-ordinating policy groups and assisting with the organisation of staff development days.
- Policies are formulated and reviewed on a regular basis. This necessitates the involvement of staff, students, parents and the Board of Management.
- There are regular agenda-driven subject department meetings throughout the school year. At the beginning of each academic year, subject department members update their subject plans. Areas for development are prioritised and include a focus on literacy, active teaching methodologies, target setting and evaluation. At the beginning of the following academic year, the areas prioritised for development are reviewed and evaluated within individual departments.
- In addition, at the end-of-year staff meeting, whole school priorities are evaluated and priorities for the forthcoming year are agreed. Areas prioritised in recent years include differentiated learning, IT proficiency/Moodle training, literacy, school self-evaluation, co-operative teaching and learning, the legal aspects of school life and stress management for teaching staff. These are subsequently incorporated into the overall school self-evaluation report and school improvement plan.

Care and Management of Students

Class Teacher

Each class group is assigned a class teacher. Where possible the class teacher is generally a subject teacher to this specific group, thereby enabling the students in their care to have regular and constant contact with them. The class teacher has responsibility for calling the register and collecting notes following absences. He/she acts as a link between the student and the Year Head. In addition, the class teacher also facilitates regular class meetings throughout the school year.

Year Head

The Year Head takes on the responsibility for a whole year group, overseeing attendance and punctuality, academic progress, discipline and pastoral matters. The Year Head meets weekly with the Principal/Deputy principal to discuss matters

pertaining to individual students in their care and liaises closely with the Guidance Counsellor. In addition the Year Head establishes communication between the home and the school.

Pastoral Care Team

This involves the Principal, Deputy Principal, Year Heads, Class Teachers, Guidance Counsellors and School Chaplain. Pastoral Care involves the holistic nurturing of each student. Issues that may arise and require team meetings include; academic progress, discipline issues, student bereavements, family bereavements, friendship issues, marital problems and student stress. Subject teachers are informed on a need-to-know basis of situations which may impede academic progress. A “Rainbows Group” has been established within the school for some years and where needed it assisted and supported students who were dealing with bereavement and family loss issues. A mentoring programme involving 5th Year students and 1st Year students has also been established in the school.

Guidance Counsellors

The guidance counsellors arrange meetings with each student within the school to monitor progress and student well-being. They are generally available during the school day but their availability has been seriously curtailed due to the cutbacks in guidance and counselling.

Resource/Learning Support Team

The team consists of the Principal, Deputy Principal, Guidance Counsellor/s, AP Post holder with responsibility for special education needs, learning support teacher and the resource teachers. The team meets both formally and informally to ensure that student needs are being met.

Discipline System

Please refer to the Code of Behaviour.

Curriculum Co-ordination

Teachers in each subject department meet formally on at least 5 occasions during the year. The role of head of department rotates within subject departments. The Programme teams include the Transition Year, ICT and LCVP teams. The school has one programme co-ordinator at Assistant Principal level.

Physical Resources

The school accommodation consists of:

- 27 Classrooms
- 3 Science Laboratories
- 1 Demonstration room
- 2 Home Economics kitchens with storage area
- 2 Art rooms
- 1 Pottery room

- 1 Canteen
- 1 Concert hall
- 1 Arts & Cultural Centre (former Convent Chapel)
- 1 Library
- 1 Reflection/Prayer room
- 2 Computer rooms
- 1 ESL room
- 2 Resource rooms
- There are a number of offices and meeting rooms throughout the school.
- There are four student toilet blocks, one female staff toilet block and one small gents' toilet.
- There is a gymnasium which is too small for official competitive games. A modern multi-purpose sports' hall is a necessity for the school.
- There are two outdoor basketball courts and a small playing field.
- The school also uses the local swimming pool and sports' hall during term time.

Areas of the school which have been refurbished/upgraded during the past 9 years include the Science Laboratories, the Art rooms, the Home Economics Kitchens, the Library, the Concert Hall, the Staff room and Staff workroom, the main School Office, the Canteen, The Guidance and Counselling Suite, Rm. 15, the Boiler House, the Car Park (resurfacing) and the installation of two attenuation tanks. New double-glazed windows were installed in the old school building and the copper roof of Cuisle, the Arts and Cultural Centre was repaired. Various areas of the school have also been repainted and ceiling tiles have been replaced in a number of classrooms.

Financial Resources

The school is funded by the Department of Education and Skills and operates a Voluntary Contribution Scheme. In addition there is an active Parents' Council that organise fundraising activities during the school year.

3. Curriculum

Curriculum Provision

Throughout their years in St. Louis High School, students participate in a wide variety of educational experiences which aim to extend and deepen their knowledge, understanding, skills and abilities. In this the girls are provided with the highest standards of teaching and learning at all levels by a dynamic, progressive and committed teaching staff.

Subjects/Programmes & Courses in 1st Year

Students sample all subjects in 1st year.

English, Irish, Mathematics, History, Geography, C.S.P.E., S.P.H.E., Religion, Science, French, German, Business Studies, Home Economics, Art, Music, P.E. & Swimming.

In January of First Year, the Guidance Counsellor speaks with each 1st year class regarding their subject choice for the Junior Certificate cycle and the implications of subject choice.

The Deputy Principal liaises with the First Year students about the procedure involved in choosing their subjects. The students choose three subjects for their Junior Certificate from the following optional subjects:

- **French**
- **German**
- **Business Studies**
- **Home Economics**
- **Art**
- **Music**

A First Year Parents' Evening is held in February during which parents receive detailed information on the implications of subject choice and levels and how this can impact at Leaving Certificate level and at Third Level.

3rd Year

All third year parents are invited to a meeting in January for information regarding the Transition Year option. Each year, a small number of 3rd year students opt to go directly into 5th year. Those students receive guidance on subject choice by the Guidance Counsellor.

Transition Year

On completion of the Junior Cycle programme the majority of students opt for the Transition Year programme. The programme is a balance between the continuation of core academic subjects and the introduction of new subject modules such as Mandarin, Performing Arts, Drama, Information Technology, Food, Health and Leisure Studies etc. The curriculum is supplemented by a variety of educational experiences involving guest speakers, workshops and out-of-school trips.

Transition Year subjects include:

English, Irish, Mathematics, Religion, History, Geography, Business, Economics, Accounting, Physics, Chemistry, Biology, PE, Information Technology and Careers.

In addition, they may choose from some of the following:

French

German

Spanish

Classical Studies

Drama

Pottery

Photography

European Studies

Art

Creative Engagement

Dance

Music

Mandarin

5th Year

Students may choose from the following bank of optional subjects (subject to viability/student uptake) for Leaving Certificate:

French, German, Biology, Chemistry, Physics, Business, Accounting, Music, Art, Home Economics, Classical Studies, Geography, History.

As well as the traditional Leaving Certificate, St. Louis High School offers the Leaving Certificate Vocational programme (LCVP).

The Guidance Counsellor provides classes for TY students on subject choice for the Leaving Certificate. Transition Year students also have the opportunity to meet with the Guidance Counsellor to discuss their subject options further.

In February, a TY Parents' Information meeting is held and involves the Guidance Counsellor, Principal/Deputy Principal. The parents receive a copy of the school's Subject Information Booklet and are informed about the impact of subject choice for third level education. Following this, students select six subjects in order of preference. Based on the student's choice, the Deputy Principal sets bands from which the students choose their four preferred subjects.

Provision for Co-curricular and Extra-curricular activities

Students are encouraged to participate in a variety of extra-curricular and co-curricular activities. Clubs within the school include Debating, Gaisce(The President's Award), Chess Club, Craft Club, Cookery Club, Library Club, Drama and a Fitness Club. Students have the opportunity to participate in the Young Scientist and Technology Exhibition and Scifest. There is a Green Committee and the school is also a member of EcoUnesco. There is a comprehensive provision of extra-curricular music provided in the form of lunchtime instrumental group, after-school choir, lunchtime drumming group, traditional Irish Music group, an annual school musical in association with St. Mary's College, Rathmines and an annual Spring concert. Private instrumental and singing lessons are facilitated in the school. Every second year the students participate in an Arts Festival.

Sport

The school participates in a variety of sports and is actively involved in competition at local and national level. All students are encouraged to participate. The sports on offer include Basketball, Athletics, Swimming, Life Saving, Gaelic Football, Hockey, Badminton, Table Tennis and Women's Rugby.

4. Curriculum Policies, Strategies and Practices

First Year

Classes are mixed ability for all subjects in First Year. We offer additional learning support in the area of Mathematics in order to support students who find this subject particularly challenging. We offer a broad curriculum to First Years in order that they can make a more informed decision when choosing subjects going into Second Year for junior cycle. All First Years study: Gaeilge, English, Mathematics, French, German, Science, Geography, History, Business Studies, SPHE, CSPE, Art, Music, PE, Religious Education, Home Economics and Choir. As part of the PE programme, students participate in swimming lessons for half of the academic year. SEN students are well supported and have timetabled periods to support their learning with specific resource teachers. Many co-curricular activities are organised for students for example trips to the Dáil, to historic buildings and interpretive centres, music trips to the NCH, to the local bookshop for author readings, a Retreat, an annual Súil Eile week – global awareness week, an annual Maths Week, an Arts Festival (every 2 years) etc. Extra-curricular activities in the areas of music, sports, debating, reading club, eco-warriors, German Film club, Club na Gaeilge, Cookery Club and drama are all available to students in First Year. Information pertaining to the junior cycle curriculum is readily available on the school website. A link to the NCCA is also provided in order to further-inform parents in relation to the Junior Cycle Student Awards (JCSA).

An information evening for students and parents is provided on subject choice for junior cycle and the implications for senior cycle by the Principal/Deputy Principal and Guidance Counsellor. Students are advised on an individual basis if required in relation to subject choice.

Second Year

All classes are mixed ability and taught up to Higher Level apart from the provision of Higher and Ordinary level classes in the areas of Mathematics and Gaeilge. Additional learning support is provided in the area of Mathematics. SEN students are well supported and have timetabled periods to support their learning with specific resource teachers. We offer a broad curriculum to second year students. Students study the core subjects of Gaeilge, English, Mathematics, Science, Geography, History, CSPE, SPHE, Religious Education and PE and choose an additional three subjects from the following combinations: Art, Music, Home Economics, Business Studies, French and German. Many co-curricular activities are organised for students for example trips to the Dáil, to historic buildings and centres, music trips to the NCH, visits to the local bookshop for author readings, trip to an outdoor pursuit

centre, a retreat, the Young Scientist Exhibition, Poetry Aloud competition, an annual Súil Eile week – global awareness week, an annual Maths week, an Arts Festival (every 2 years) etc. Extra-curricular activities in the areas of music, sports, debating, reading club, eco-warriors, German Film club, Club na Gaeilge and drama are all available to students in Second Year. Information pertaining to the junior cycle curriculum is readily available on the school website.

Third Year

Classes are mixed ability apart from the provision of Higher and Ordinary level classes in the areas of Mathematics and Gaeilge. Additional learning support is provided in the area of Mathematics. SEN students are well supported and have timetabled periods to support their learning with specific resource teachers. Students continue to study the core subjects of Gaeilge, English, Mathematics, Science, Geography, History, CSPE, SPHE, Religious Education and PE and the additional three subjects from the following combinations: Art, Music, Home Economics, Business Studies, French and German. Many co-curricular activities are organised for students for example trips to the Dáil, to historic buildings and centres, music trips to the NCH, visits to the local bookshop for author readings, a retreat, encouraging involvement in Young Scientist Exhibition, Poetry Aloud, a Maths Week, an annual Súil Eile week – global awareness week, an Arts Festival (every 2 years) etc. Extra-curricular activities in the areas of music, sports, debating, reading club, eco-warriors, German and French Film clubs, Club na Gaeilge and drama are all available to students in Third Year. Information pertaining to the junior cycle curriculum is readily available on the school website.

For those students who decide to go straight into the senior-cycle programme, an information evening for students and parents is provided on subject choice for senior cycle by the Principal/Deputy Principal and Guidance Counsellor. Students are also given a talk by a representative teacher from each subject department on the course work for each subject. Students are advised on an individual basis if required in relation to subject choice by their teachers, deputy principal/principal and guidance counsellor. For students who intend to engage with the Transition Year Programme, an comprehensive information evening is provided for parents and students by the Principal/Deputy Principal and Programme Co-ordinator.

Transition Year

Classes are mixed ability apart from the provision of Higher and Ordinary level classes in the area of Mathematics. Additional learning support is provided in the area of Mathematics. SEN students are well supported and have timetabled periods to support their learning with specific resource teachers. All students study Gaeilge, English, Mathematics, Science, Religious Education, IT, Geography, PE and they

participate in modules of Performing Arts, Craft, History of Art, Food, Health & Leisure, Classics, Italian and Mandarin. They also choose one of the following languages French or German. A broad range of activities is included in to the Transition Year Programme. Activities include an induction day, a retreat, Public Access to Law Course, Glasnevin Project, Gold of the Desert Kings, Beauty Day, First Aid, Self-Defence, a visit to Mountjoy Prison, Pitch and Putt, Ice Skating, Ecology Trip, and an outdoor-pursuits trip to Petersburg, Co. Galway. Students are also encouraged to set up a school bank in association with the AIB Build-a-Bank programme. Some of these modules vary from year to year, depending on the cohort of students and the availability of resources. A key aspect of the programme is the Social Placement, where students are placed by the school in a position that involves a social dimension, such as working with people with disabilities, the elderly, the sick, charity shops etc. Social Placement takes place for one week at the end of November. Work experience takes place every Tuesday throughout the year. A weekly assembly is held for Transition Years with both the Year Head and Programme Co-ordinator. A Credit Report System is operated in Transition Year and the year is divided into two major academic sessions. At the end of each session, students receive a Credit Report. They are awarded credits in various areas, with the possibility of gaining 250 credits per session, or 500 for the year as a whole. Further details of the credit system are recorded in the assessment/report section of this school plan. Information on the TY Programme is readily available on the school website.

Many co-curricular activities are organised for students, for example trips to the theatre, to historic buildings and interpretative centres, music trips to the NCH, visits to the local bookshop for author readings, a retreat, encouraging involvement in the Young Scientist Exhibition, music festivals, foreign trips eg Berlin and Sorrento (2014), ski trips, trips to the Gaeltacht, an Arts festival (every 2 years), an annual Maths week, an annual Súil Eile week – global awareness week etc. Extra-curricular activities in the areas of music, sports, debating, German Film club, Club na Gaeilge, Gaisce and the annual school musical are all available to students in Transition Year.

In preparation for senior cycle subject choice, an information evening for students and parents is provided with information on subject choice for senior cycle by the Principal/Deputy Principal and Guidance Counsellor. Students are also given a talk by a representative teacher from each subject department on the course work for each subject. Students are advised on an individual basis, if required, in relation to subject choice by their teachers, deputy principal/principal and guidance counsellor.

5th Year

All subjects are offered up to Higher Level in all subjects and classes are mixed ability apart from the provision of Higher and Ordinary level classes in the area of Mathematics, Gaeilge and English. Additional learning support is provided in the area of Mathematics. SEN students are well supported and have timetabled periods to support their learning with specific resource teachers. All students participate in Career Guidance, Social Education and RE. An initial subject offer is made to all students in the following subjects: French, German, Biology, Physics, Chemistry, Business Studies, Art, Music, Geography, History, Home Economics, Economics, Classics and Accounting. The final subject options are based on the overall interest expressed by the particular year group. LCVP (Leaving Certificate Vocational Programme) is also offered to students. This programme is designed to give a strong vocational dimension to the Leaving Certificate programme (established). For students who do not qualify for LCVP or who opt not to participate in LCVP, classes in PE, Development Education and Debating are provided. These options may vary from year to year depending on the school's resources. Many co-curricular activities are organised for students, for example trips to the theatre, to historic buildings and interpretative centres, music trips to the NCH, visits to the local bookshop for author readings, a retreat, encouraging involvement in the Young Scientist Exhibition, music festivals, foreign trips eg Berlin and Sorrento (2014), ski trips, trips to the Gaeltacht, an Arts festival (every 2 years), an annual Maths week, an annual Súl Eile week – global awareness week etc. We encourage students to take on an active leadership role through the Mentor system which links 5th Year students with 1st Year students. Extra-curricular activities in the areas of music, sports, debating, German and French Film clubs, Club na Gaeilge, Gaisce and the annual school musical are all available to students in Fifth Year. Information relating to the senior cycle curriculum is readily available on the school website.

6th Year

All subjects are offered up to Higher Level in all subjects and classes are mixed ability apart from the provision of Higher and Ordinary level classes in the area of Mathematics, Gaeilge and English. Additional learning support is provided in the area of Mathematics. SEN students are well supported and have timetabled periods to support their learning with specific resource teachers. All students participate in Career Guidance and Social Education and continue with the four subjects they chose from the following list in 5th Year: French, German, Biology, Physics, Chemistry, Business Studies, Art, Geography, History, Classics, Home Economics, Music, Economics and Accounting. LCVP (Leaving Certificate Vocational Programme) is also provided in 6th Year. This programme is designed to give a strong vocational

dimension to the Leaving Certificate programme (established). For students who do not qualify for LCVP or who opt not to participate in LCVP, classes in PE/Yoga, Development Education and Choir are provided. These options may vary from year to year depending on the school's resources.

Many co-curricular activities are organised for students for example trips to the theatre, to historic buildings and interpretative centres, music trips to the NCH, visits to the local bookshop for author readings, a retreat, encouraging involvement in the Young Scientist Exhibition, music festivals, foreign trips eg Berlin and Sorrento (2014), ski trips, trips to the Gaeltacht, an Arts festival (every 2 years), an annual Maths week, field trips, an annual Súil Eile week – global awareness week etc. Extra-curricular activities in the areas of music, sports, debating, German and French Film clubs, Club na Gaeilge, Gaisce and the annual school musical are all available to students in Sixth Year. Information relating to the senior cycle curriculum is readily available on the school website.

Home Work Policy

St. Louis High school has a comprehensive Homework Policy (2006).

Literacy Strategy and evaluation

The Literacy strategy was the focus for 2013—2014. During the year, the following was carried out:

- 1st Years completed book reviews within their English curriculum – oral & written
- 1st Years were encouraged to bring a book in the bag for registration
- Common correction code was agreed upon by all staff and reviewed and included in the school journals.
- Common grammatical errors were addressed by including grammar points in the school journal.
- All staff was encouraged to highlight keywords within their subject areas and to display in the classrooms.
- All staff was encouraged to correct oral language.
- A print-rich environment was encouraged both within the classrooms and on the school corridors.
- A reading club was set up on Friday mornings to encourage students to take time out to read.
- TY students were encouraged to assist the librarian during lunchtime.

- A reading questionnaire and survey was administered to 1st Years students at the end of 2013-2014 using Google Docs in order to ascertain the reading habits of the students and to ascertain their views on their preferred way of learning.

A Literacy Committee meeting was held on 28th August 2014.

- **From the analysis of written work samples of 1st Years 2013-2014 the following results were revealed:**

From 50 written work samples the following results emerged:

245 spelling errors

300 punctuation errors

175 grammar errors

Strategy for 2014-2015:

- (i) As a result, all teachers should focus on spelling, punctuation and grammatical errors in whatever work is presented by students. We will test the students again in the forthcoming year to ascertain have they improved in these areas. Our hopes would be that we should reduce spelling errors by 20%, punctuation errors by 20% and grammatical errors by 20% by the end of 2014-2015 academic year for our 2nd Year cohort.
- (ii) The current 1st Year entrance tests in English have been assessed and analysed as to the most common grammatical, spelling and punctuation errors. This information is being passed on to the teachers of first year, where the English teachers in particular can focus on these weaknesses. The students will be re-assessed later in the year and the results can be analysed.

- A Student questionnaire on **Literacy and Learning Experience** was given to 1st Years at the end of the academic year 2013-2014. The following results were revealed:

Literacy and Learning Experience Questionnaire

Reading for enjoyment – (on a scale of 1-5)

47% (rated at 5)

29% (rated at 4)

18% (rated at 3)

6% (rated at 2)

0% (rated at 1)

Strategy for 2014-2015:

To increase the % at rating **5** by 20%, and to decrease the ratings at **4** by 6%, **3** by 10% and **2** by 6 %.

Literacy and Learning Experience Questionnaire

How many hours per week do you read for enjoyment?

More than one hour – 41%

Less than one hour – 24%

Not at all – 6%

Other – 29%

Strategy for 2014-2015:

To increase the % of readers of **'more than one hour'** by 20%. To reduce the readers of **'less than one hour'** by 10%. To reduce the **'not at all'** category of reader by 6% and to reduce the **'other'** category by 4%.

Action plan for 2014-2015 is to introduce the following to the school culture in order to support reading and literacy:

- (i) To introduce the **'Book in the Bag'** idea – that all students should carry around a book that they are interested in reading (other than school books).
- (ii) To introduce the **'Stop everything and read'** strategy once every half term by dedicating 20 mins of a class time to reading.
- (iii) The front page of the Irish Times will be displayed every day in the foyer to encourage students to read about current affairs.
- (iv) The digital display board will also display literacy-related content – recommendations for reading, grammatical advice etc.
- (v) To promote creative writing and reading during the Arts Festival in December 2014.
- (vi) To provide information on Library-related events on the school website and to encourage parents to support the development of Library resources. Reading list recommendations will be posted.
- (vii) To put a literacy page up on the website with links for parents. Students work eg book reviews etc could be displayed on the website.
- (viii) To continue to provide a weekly morning book club on Friday mornings at 8am.

Literacy and Learning Experience Questionnaire

Students had to tick the statement that was true for them:

I like writing eg diary, letter, short stories, speeches etc. – 35%

I like writing in a blog/facebook etc. – 23%

I like making my own notes from the text book – 3%

I do not like writing at all – 0%

I always check my writing for mistakes – 10%

My writing is neat and easy to read and understand – 26%

I would like to have a checklist to help me improve my writing – 3%

Strategy for 2014-2015:

To increase the percentage of students who check their own writing for mistakes by 20%.

Action Plan for 2014-2015:

To encourage students and teachers to take the AFL approach to teaching and learning. Students will be encouraged to self-evaluate. They will be encouraged to mark their own work and work of their peers across the curriculum. A workshop on our first staff development day for 2014-2015 focussed on AFL techniques and differentiation.

Literacy and Learning Experience Questionnaire

I am most comfortable speaking/sharing my ideas:

In pairs/small groups – 46%

In whole class discussions – 18%

In a presentation to the class – 18%

Never – 11%

Other – 7%

Strategy for 2014-2015

To increase the percentage of students who are most comfortable speaking in pairs/small groups by 10%, in whole class discussions by 4% and in a presentation to the class by 4%. To reduce the 'never' category by 11% and the 'other' category by 7%.

- (i) In order to encourage good questioning by teachers and develop oral literacy, the recommendation was to place a Bloom's Taxonomy questioning template on every teacher's table in the school in order to support and promote good questioning.
- (ii) To focus on oral language by incorporating an oral assessment element into all subject areas by Christmas 2014. The recommendation is to carry out further assessment at the end of the academic year and compare results.

- (iii) To establish a 1st year & 2nd Yr debating club in order to develop public speaking and debating skills.
- (iv) To introduce debating and public speaking to 5th years as an option opposite the LCVP option.
- (v) To inform staff of resources to support literacy in the classroom – eg scoilnet.ie have developed resources to support literacy in a wide range of subjects.
- (vi) To re-arrange the furniture in the 1stYr and 2ndYr classrooms in order to facilitate more pair/group work discussion.

Literacy and Learning Experience Questionnaire

I can recall the main points of what someone says

Always – 12%

Sometimes 88%

Never 0%

Strategy for 2014-2015

To increase the 'always' category by 10% and reduce the 'sometimes' category by 10%.

- (i) To establish a 1st year & 2nd Yr debating club in order to develop public speaking and debating skills. To develop listening skills and recall.
- (ii) To introduce debating and public speaking to 5th years as an option opposite the LCVP option. To develop listening skills and recall.
- (iii) To encourage more pair/group work where students have to listen to one another and report back to bigger groups or to the whole class.

Literacy and Learning Experience Questionnaire

Please tick your favourite way to learn:

On my own – 21%

In pairs/small groups -18%

Listening to the teacher and taking notes – 12%

Making my own notes – 3%

Using technology egipads, powerpoints, internet etc. – 39%

I get a chance to learn in class

On my own – 26%

In pairs/small groups – 12%

Listening to the teacher. – 35%

making my own notes – 12%

using technology – 15%

Other – 6%

Other – 0%

Strategy for 2014-2015

These results have informed us that students in particular like to use technology. We have timetabled a computer room period during English class in 1st Year. We will also start the process of investigating the potential for ipads in classrooms or byod 'bring your own device' approach. They also like to work in pairs/small groups and perhaps have not been facilitated as much as they would like. We have re-arranged the furniture in the 1st and 2ndYr classrooms in order to facilitate more group/pair work. Staff participated in staff development day where the focus was on AFL teaching techniques and differentiation in teaching and learning (August 2014).

Other Ideas discussed to further develop and promote literacy for 2014-2015 were:

- (i) To set up a lunchtime club where students could play board games with a literacy focus – ie scrabble; boggle etc and members of the SRC could lead and interact with 1st Years.
- (ii) Announcements made over the intercom to be reduced in detail of content and students to be encouraged to read the details of announcements from the digital display board. We wish to encourage students to take more responsibility in accessing information.
- (iii) The SRC to support literacy and numeracy in some of the activities that they are organising for the various year groups.

Numeracy Strategy

The focus in 2014-2015 is to develop a Numeracy Strategy.

The Mathematics Department in the school over the years has been very proactive in promoting numeracy in the school. Every year for the past few years, the department has run a Maths Week in October (in line with National Maths Week) where every year group participates in a Maths-related events. Staff members are also encouraged to participate.

The first Numeracy Committee meeting was held on 28th August 2014 where the following recommendations were made in order to establish a numeracy strategy for the school:

- (i) All teachers would provide students with the marks for tests/assessment in fractions only. Students would then have to calculate their own percentages in order to

ascertain the grade they have achieved. Students will also have to estimate their grade before calculating their result.

- (ii) To continue with the annual promotion of Maths Week in October 13-17.
- (iii) To evaluate towards the end of the academic year as to whether this cross-curricular approach to percentages has supported numeracy and that students have indeed gained a better understanding of the process of working out percentages.

5 ASSESSMENT

Reports

Full reports including academic grades, comments, attendance and punctuality are provided for parents three times during the academic year. For 1st, 2nd and 5th Years, reports are completed in October, after the Winter Exams, in advance of parent-teacher meetings and for the Summer Exams. For 3rd & 6th Years, reports are completed in October, after the Winter Exams in advance of parent-teacher meetings and after the Mock Exams. Transition Years receive two reports in a year, one half way through the programme for the parent-teacher meeting and then at the end of the year as part of their TY Graduation Portfolio. Reports are inputted through the e-portal system for 1st, 2nd, 3rd, 5th & 6th Years.

An alternative report has been devised for Transition Years which focusses on awarding credits for performance in all areas of work including: academic, practical, work experience, social placement, participation, attitude etc. Special credits are awarded for personal growth, leadership, initiative and teamwork. Credits are awarded as follows:

Session One:

Academic 150

Induction Workshop 20

Social Placement 30

Attendance and punctuality 40

Special Credits 10

Session Two:

Academic 150

Outdoor education 20

work Placement 30

Attendance & Punctuality 40

Special Credits 10

Reports are provided and discussed with parents at parent-teacher meetings, and in all other cases, they are posted home. A Special Duties Post Holder takes on the responsibility for organising the reports and co-ordinating the parent-teacher meetings. The Programme Co-ordinator as part of their duties, co-ordinates the reports for TY.

In all year groups, teachers carry out continuous assessment in order to monitor students' progress. Regularly, results from continuous assessment are included in the school reports. Assessment For Learning (AFL) techniques are employed by teachers in the classroom on a daily basis to track and monitor students' learning and to inform teachers as to the effectiveness of their teaching.

Parent-Teacher Meetings

Every parent is provided with a 15-minute appointment to meet with one of their daughter's teachers to discuss a comprehensive report (grades and comments). Parents are also afforded the opportunity to meet with individual subject teachers if they so wish at the formal parent-teacher meeting. Individual subject teachers may also request to see a parent in relation to their daughter's progress at this parent-teacher meeting.

6 Policies

St. Louis High School has a comprehensive list of policies which have been formally ratified by the Board of Management. Some of these policies are available on the school website and are available on request from the school office.

- Anti-Bullying Policy -(2014)
- Student Council Policy – (2014)
- Punctuality Policy (2014)
- Child Protection Policy – (2014)
- Dignity in the Workplace Policy (2013)
- Health and Safety Statement (2013)
- Admissions/Enrolment Policy (2012)
- Code of Behaviour – (2011)
- Inclusion and Interculturalism Policy (2011)
- RSE Policy (2011)
- Special Education Policy (2011)
- Substance Use Policy (2011)
- Critical Incident Management Policy (ratified 2010)
- Trips and Outings Policy (2011)
- ICT – Acceptable Use Policy (2010)
- Awards (2010)
- Homework Policy (2006)
- Staff Development Policy (draft)
- Attendance and Participation (draft)
- Healthy Eating Policy (draft)

Review and Evaluation/Self Evaluation

Subject Plans

All Subject Departments are required to provide comprehensive annual subject plans for every year group and every level. Subject Plans are uploaded on the internal server under subject files and Subject Planning.

Subject Department Meetings

Subject Department Meetings are facilitated on several occasions during the academic year. At the start of the academic year two meetings are facilitated in order to support subject planning. In preparation for Winter and Summer exams, subject department meetings are also facilitated. Due to the new arrangements in relation to Croke Park Hours, the '5 Haddington Rd Hours', it has been recommended by school management that subject departments use some of these hours for further collaboration and planning.

Curricular Committee Meetings

At various times, curricular committees are established in order to address specific needs. At present there are Literacy and Numeracy Committees leading the implementation of both strategies. We also have an IT Committee leading the development of an e-plan. The school was a pilot school for the NCCA and its development of the new Junior Cycle Award.

The Implementation of Recommendations from Subject Inspections

Subject Departments are encouraged in their subject planning to address the recommendations from previous subject inspections and to implement as the recommendations in order to improve teaching and learning. School management monitors the implementation of the subject inspection recommendations and where it can, supports by providing the necessary resources.

ICT Plan – Annual Review

A Special Duties post holder leads the development of the ICT Plan. An ICT committee reviews the plan annually. The school has an e-plan and on an annual basis priorities are established in order to further develop our e-level.

MLL Evaluation and Questionnaire (2012)

A school self-evaluation of teaching and learning in St Louis High School was undertaken during the period 09/2012 to 05/2014. During the evaluation, teaching and learning with a particular focus on Literacy were evaluated.

During 2012-2013, the school administered the MLL Whole-School evaluation questionnaire to 1st, 3rd and TY students and parents. Dept. of Education Inspector, Mr Alan Sales, visited the school to advise the staff on the SSE process. The whole staff agreed to apply the SSE process in particular to the area of Literacy in line with the National Strategy on Literacy during 2012-2013 and beyond.

Please see the school self-evaluation report for further details on

- The Journey to date and findings
- Numeracy
- Attainment of subject and programme objectives
- Learning environment
- Students' engagement in learning
- Learning to learn
- Preparation for teaching
- Teaching approaches
- Management of students
- Assessment
- Progress made on previously-identified targets (improvement targets)

The summary of the school's self-evaluation findings are as follows:

The school has **strengths** in the following areas:

- A strong culture of collaboration within subject departments
- A strong pastoral care system operates in the school which supports both students and staff in teaching and learning.
- High expectations are set for students' achievement in the state examinations.
- Performance in many subjects in the state examinations compare favourably with national norms, taking due cognisance of school context.

Aspects that need to be addressed:

- The development of the numeracy strategy will be a priority for the 2014-2015 academic year.
- More emphasis needs to be placed on differentiated learning and up-skilling of teachers in this area. We wish to improve our student outcomes by focussing on differentiated learning and developing independent learners.
- We wish to improve the culture of self-evaluation as part of the school teaching and learning culture.

- We wish to further develop our literacy strategy by introducing initiatives such as 'Drop Everything and Read', increasing the percentage of students who edit their own work and increasing the print-rich environment in all classrooms.
- To improve Attendance and Punctuality – with a particular focus on Senior Cycle absenteeism (20-50 absences category – reduce from 10.5% to 7%) and in Junior Cycle (1-9 absences category – reduce from 33% to 25%).
- A general discussion needs to take place in each subject department to address the potential for increasing the percentage of higher level uptake and decreasing the percentage of foundation level uptake (where appropriate) in Leaving and Junior Certificate subjects.
- A general discussion needs to take place in each subject department to address the perceived underperformance of some students in some state examinations whilst taking due cognisance of personal circumstances.
- To aim for a 15% improvement in the attainment of incoming 1st Year students (September 2014) when re-tested using the Literacy Test and Survey (March 2014).

The following areas **are prioritised for improvement**

- The development of the numeracy strategy for the 2014-2015 academic year.
- More emphasis needs to be placed on differentiated learning and the up-skilling of teachers in this area in order to improve student outcomes and the development of students as independent learners.
- We wish to improve the culture of self-evaluation as part of the school's teaching and learning strategy.
- We wish to further develop our literacy strategy and the provision of a print-rich environment in classrooms and on corridors.
- We wish to improve levels of attendance and punctuality in order to support teaching and learning.
- We wish to increase the use of IT as a tool to support teaching and learning particularly in First Year (English for 1 period a week being timetabled to use the computer room facilities).
- We need to increase the level of research we conduct (surveys, questionnaires, focus groups etc.) within the school community in order to inform us further and to enable us to set SMART targets for improvement in teaching and learning.
- School management to attend and support in-service training in the areas of Self-evaluation - to attend workshops on SSE and on developing online surveys, questionnaires etc to support the SSE process.

End-of-Year Review of Centenary Events

The School Year 2013-2014 was our Centenary year and we had a number of celebrations in addition to the normal annual school events.

September 2013 – Launch of the Centenary Flag, school walk and student fun day.

Open Evening for prospective students

October 2013 – Opening of the school year Mass celebrated by Archbishop Diarmuid Martin

School Musical – Les Misérables (In association with St. Mary's College)

Talk given by Sr. Eilis Ní Thighearnaigh (SSL) on the coming of the St. Louis Sisters to Rathmines (Rathmines Library)

November 2013 – Súil Eile – a global awareness week.

December 2013 – Centenary Concert in Rathmines Church with past and present pupils performing.

Christmas Fair – Parents' Council

March 2014 – Past Pupils' Open Day

May 2014 – Visit of President of Ireland Michael D. Higgins to the school.

Centenary Gala dinner in the Hilton Hotel, Charlemont, Dublin 2.

Academic Performance

- A comprehensive analysis of the Leaving Certificate and Junior Certificate results has been carried out for the past 5 years (2010-2014) using the PDST analysis template.
- An analysis has been carried out of both the results and the uptake of higher, ordinary and foundation levels compared with the national averages.
- The Guidance Counsellor will provide an analysis of college destinations for the Leaving Certificate cohort of 2014 at the Parents' Council AGM on the 29th September 2014.
- All current 1st year students' primary schools are being contacted requesting them to forward on 'Education Passport' materials to support the transfer of pupil information from primary to post-primary school. Pupil information contains standardised test scores in Maths and English.

ST. LOUIS HIGH SCHOOL

PLAN

Developmental Section

2013-2018



Areas for Development:

1. Vision statement/Mission Statement

St Louis High School is a dynamic centre of learning,

Where we are all happy and secure;

We nurture creativity and embrace diversity,

Whilst building on our rich traditions,

In an atmosphere of generosity;

We share in the journey

Towards deeper understanding

In this complex world.

The current Vision statement/Mission Statement is in need of a review. Staff Council, students, parents and the Board of Management will be consulted in the process of this review. We envisage that the review should be complete by January 2015. We intend to review the statement again by January 2018.

2. Enrolment

We wish to maintain our annual intake of 120 students into First Year. The Principal, Deputy Principal, Staff, Administrative staff and Board of Management will work to ensure that the school is achieving this target by promoting the school in the local community and feeder schools, ensuring that the enrolment policy is strictly adhered to as it currently stands. A review of the enrolment policy will be undertaken in 2015-2016 by the Principal, Deputy Principal, Board of Management, Staff Council and Parents.

3. Review of Posts of Responsibility

A review of the posts of responsibility will commence during the 2014-2015 academic year. Staff, Principal, Deputy Principal and Board of Management will all work on this review. This will be reviewed again during the academic year 2015-2016.

4. Representative Structures

The Student Council Policy will be reviewed during the 2013-2014 academic year. Staff, students, parents and the Board of Management will be involved in the process. There will be a further review of the policy during 2014-2015.

5. Physical Resources

There are areas of the school building and site that need refurbishment and redecorating. Applications will be made through the Summer Works scheme or Emergency Works scheme as appropriate.

- **Replacement Windows**

It has been strongly recommended to replace single pane glass windows in the school building.

An application was made through the Summer Works scheme for replacement windows but was unsuccessful (Summer 2014). The Principal and Board of Management will review this situation during 2014-2015.

- **Concert Hall and Old Foyer Re-Decoration**

The Concert Hall needed redecorating and work was completed in January 2014.

- **Cleaning of Old Foyer Floor**

The tiling in the Old Foyer needed cleaning. This work was carried out in January 2014.

- Centenary Garden
As part of the Centenary celebrations, a beautiful garden was designed to commemorate the year. Work was completed in April 2014.
- Rm 15 – Meeting Room
There was a need for kitchen facilities in this room. The Parents' Council funded the work and work was completed in August 2014.
- Lift for the school
The school has no lift and proper wheelchair access at present. An application to the Emergency works scheme will be investigated during 2014-2015.
- Corridor at back of Balcony (old school building)
A carpeted area at the back of the balcony needs to be removed and the wooden floorboards underneath restored. This will be looked at in 2015-2016. The Principal and the Board of Management will investigate the possibility of carrying out this work.
- Additional Science Laboratory, new PE Hall, a new music facility and new student dining facilities
Given the high uptake of Science in the school, there is a need for an additional Science Laboratory. Our PE resources are very limited in the school at present, and the canteen facilities are very basic. Currently all music classes are held in Cuisle where heating is a major issue. This would be a long-term project with the Principal, Board of Management and a Building Works Committee and Fundraising Committee overseeing the planning and fundraising of such a large-scale project. This process will commence 2014-2018.
- IT replacement and planning for future IT development. (2014-2018)
Our current computer rm 37 has outdated computers and is in need of replacement computers as soon as possible during the 2014-2015 academic year. Further research is needed into the use of ipad/tablet technology, increasing wireless access around the school and putting IT infrastructure in place to support school self-

evaluation. The Principal, Deputy Principal, Board of Management, IT Committee and IT Post of Responsibility Holder will take responsibility for this area of development.

6. Curriculum Development

- **Transition Year Programme**

The TY Programme is due for a review and evaluation. The Programme Co-ordinator in collaboration with Staff, Principal, Deputy Principal, Students, parents and the Board of Management will carry out this review during the 2014-2015 academic year. It will be reviewed again in 2016.

- **LCVP Programme**

The LCVP programme is due for a review and evaluation. The Programme Co-ordinator in collaboration with Staff, Principal, Deputy Principal, Students, Parents and the Board of Management will carry out this review by November 2015. It will be reviewed again in 2016.

- **Literacy and Numeracy Strategies**

The Literacy strategy was introduced in 2013-2014 and development of the strategy is ongoing. The Numeracy strategy is being introduced during 2014-2015. Staff, Principal, Deputy Principal and literacy and numeracy committees will oversee the implementation and evaluation of these strategies in collaboration with students, parents and the Board of Management.

- **Embedding of Key Skills**
As part of the embedding of key skills the Principal, Deputy Principal, staff, students and NCCA link teacher will oversee the embedding of these skills into the learning culture of the school. This is ongoing since 2013. Collecting of evidence and evaluation will be done on an annual basis.
- **Development of Assessment Methodologies – focus on the learner**
Subject Departments, NCCA link teacher, Principal and Deputy Principal will continue to develop assessment in the school. Attendance at external CPD and provision of in-school CPD in this area will be supported by school management. This is ongoing since 2013 and will be an important part of supporting the introduction of the new Junior Cycle Student Award.
- **Development of the new Junior Cycle Student Award Curriculum**
The Principal, deputy Principal, Staff, parents, students and Board of Management will address the various issues in relation to the structure of the JCSA. The JCSA English curriculum is being introduced to the First Year cohort of 2014. At present we are not in a position, due to industrial action, to introduce short courses or develop other courses for the JCSA.

7. Policies

- Anti-Bullying Policy

The Anti-Bullying Policy was reviewed by Staff, Students, Parents and Board of Management and ratified by the Board in March 2014. It will be reviewed in March 2015.

- Student Council Policy

The Student Council Policy was reviewed by Staff, Year Heads, SRC Liaison, Parents and Board of Management. It was ratified in March 2014. It will be reviewed in March 2015.

- Student Attendance and Participation

This policy will be reviewed during the 2014-2015 academic year. Staff, Year Heads, Administration Staff, Senior Management and the Board of Management will review this policy.

- Data Protection Policy

This policy will be compiled by the Staff Council in consultation with Staff, Board of Management, Principal and Deputy Principal during the 2014-2015 academic year.

- Religious Education Policy

This policy will be reviewed during the 2014-2015 academic year. RE Department, Staff, Senior Management, Chaplain and Board of Management will review this policy.

- Homework Policy

This policy will be reviewed during 2014-2015 academic year. The Staff Council, teaching staff, senior management, Parents' Council and Board of Management will review this policy.

8. **Assessment**

To review the current school report system and to develop a report that includes additional assessment methods reflecting student learning. An Assessment Committee from staff volunteers to be established to lead the review in consultation with staff, principal and deputy principal, parents, students and the Board of Management in 2015-2016.

9. **Self-Evaluation**

We aim to develop a reliable system using technology to facilitate school self-evaluation. This is ongoing since 2010 and the Principal, in collaboration with the IT committee and co-ordinator, Deputy Principal and staff will endeavour to put a system in place that supports school self-evaluation. Attendance at self-evaluation CPD will be encouraged and supported.

10. **Focussing on Teaching and Learning**

Teaching and learning is central to everything that is carried out in St. Louis High School. The development of literacy, numeracy strategies, development of key skills,

development of new curricula etc. is paramount. School management will support teachers in upskilling to improve their teaching methodologies, will endeavour to put systems and resources in place to encourage students to engage in learning at all times. This is an ongoing process.



St. Louis High School



OUR SCHOOL IMPROVEMENT PLAN 2014-2015

<p>Summary of main strengths as identified in last SSE - June 2014:</p>	<ul style="list-style-type: none">• A strong culture of collaboration within Subject Departments.• A strong pastoral care system operates in the school which supports both students and staff in teaching and learning.• High expectations are set for students' achievement in the State Examinations.• Performance in many subjects in the State Examinations compare favourably with national norms taking due cognisance of school context.
<p>Summary of main areas requiring improvement as identified in last SSE:</p>	<ul style="list-style-type: none">• The development of the numeracy strategy will be a priority for 2014-2015.• More emphasis needs to be placed on differentiated learning and up-skilling of teachers in this area. We wish to improve our student outcomes by focussing on differentiated learning and developing independent learners.• We wish to improve the culture of self-evaluation as part of the school teaching and learning culture.• We wish to further develop our literacy strategy (see Literacy Strategy '14-'15)• To improve attendance and punctuality – with a particular focus on senior cycle absenteeism.
<p>Improvement targets (related to students' achievement)</p>	<ul style="list-style-type: none">• In relation to Numeracy, students will improve their grasp of fractions and conversion of exam results into %s by having to estimate their achieved grade prior to calculation of result in all tests.• To emphasise the importance of oral literacy by including an oral assessment component, both formative and summative in all subject areas.• To improve attendance and punctuality by reducing absenteeism (20-50 absences) from 10.5% to 7% (in senior cycle) and in the junior cycle to reduce absenteeism (1-9 days) from 33% to

	<ul style="list-style-type: none"> 25%. To improve by 15% the attainment of incoming first years (Sept 2014) when re-tested using the literacy test and survey in March 2015.
Required actions (related to teaching and learning that will help to achieve the targets)	<ul style="list-style-type: none"> A whole-teaching staff approach to estimation and calculation of test results in line with the Numeracy strategy. A whole-teaching staff approach to incorporating an oral component into assessment. To implement a text-alert system to follow up on daily absenteeism and punctuality. To analyse the literacy results of the incoming 1st Years (March '14), to share the results with staff and for staff to address areas for improvement. First Years will be re-tested in March '15 to track progress.
Persons responsible	<ul style="list-style-type: none"> Principal Deputy Principal Subject Teachers Literacy Team Numeracy Team Class Teachers Year Heads Punctuality Officer Administration Team
Timeframe for action	<ul style="list-style-type: none"> Academic Year 2014-2015
Success criteria/measurable outcomes	<ul style="list-style-type: none"> Reduce absenteeism (20-50 absences) from 10.5% to 7% (in senior cycle) and in the junior cycle to reduce absenteeism (1-9 days) from 33% to 25%. To improve by 15% the attainment of incoming first years (Sept 2014) when re-tested using the literacy test and survey in March 2015.
Review date(s)	<ul style="list-style-type: none"> May 2015