



St. Mark's Senior National  
School  
Springfield  
Tallaght  
Dublin 24  
Roll Number 19390u



## School Self-Evaluation Report

Evaluation period: September 2012 to June 2013

Report issue date: 28th June 2013

# School Self Evaluation Report

## 1. Introduction

### 1.1 The Focus of the Evaluation

We undertook a school self-evaluation of teaching and learning during the academic year 2012/13. During the evaluation, teaching and learning in the following curriculum area was evaluated - **Literacy with a specific focus on Reading Comprehension.**

### 1.2 School Context

St Mark's Senior National School is a Co-Educational Senior School with 558 pupils. There are currently 33 Teachers in the school. We have 21 mainstream Class Teachers, 1 Mild General Learning Special Class Teacher, 5 E.A.L. teachers, 4 Special Needs Teachers allocated under the G.A.M, 2 Resource Teachers for Low Incident Special Needs and 11.5 Special Needs Assistants. Over the past decade we have experienced significant change in relation to our pupil population, close to 50% of pupils do not speak English as their mother tongue. St. Mark's is a vibrant school and participates in many initiatives which include The Discover Primary Science Awards, Bi Gnothach South County Dublin Enterprise Programme, An Taisce Green Flag Programme for Environmental Awareness and various sporting activities. Our attendance levels are good. Pupil's behaviour is generally excellent. We seek to be restorative in our approach to discipline.

## 2. The Findings

We gather information on Reading Comprehension from parents, pupils and teachers using online questionnaires in preparing this report. All parents, pupils and teachers were requested to complete the surveys. Approximately 40% of our parents responded. We are also informed by our standardised test results, teacher devised tests and teacher observations.

This coming academic year 2013/14, we will be focusing on Learner Outcomes, specifically on Attainment of Curriculum Objectives in Reading Comprehension.

## 3. Progress made on previously-identified improvement targets

As this is year one of a four year process, this does not apply.

## **4. Summary of school Self-Evaluation Findings**

### **4.1 Our School's Strengths in Literacy**

- ✓The organisation and structure of morning reading sessions, namely Reading for Enjoyment and Pleasure **(R.E.P.)**
- ✓Children's level of engagement in reading.
- ✓ The majority of our children enjoy reading.
- ✓ 98% of our parents notice an improvement in their child's reading this year.
- ✓85% of children believe they are better readers because of R.E.P.
- ✓ The majority of children read for enjoyment as part of their weekly routine.
- ✓R.E.P. has changed the concept of reading for the children, they no longer view reading as something as "boring" or "uncool"
- ✓The School had built up a comprehensive collection of fiction, non-fiction and graded reading materials.
- ✓The use and integration of ICT in Literacy, in particular the eBook Pilot Project with South Dublin Libraries.
- ✓St. Mark's Parent Teacher Association is extremely supportive of literacy initiatives and continues to provide financial assistance for literacy resources.

### **4.2 Areas Prioritised for Improvement:**

- ✓To focus on reading comprehension. (Standardised Tests in English are administered to all classes from third to sixth each year. Results from these Standardised Tests reflect a strong literacy focus in the school indicate a noticeable improvement.
- ✓To focus on developing the children's comprehension skills, through use of different comprehension strategies.
- ✓To to increase motivation to read and to enhance reading development through continued use of I.C.T.
- ✓ To develop children's personal taste in reading both for pleasure and information.
- ✓ To engage in talk about books.
- ✓To share best practice for teaching reading comprehension amongst our own school staff.
- ✓To work with local Colleges of Education on developing our Reading Comprehension strategies.

**4.3 The following legislative and regulatory requirements need to be addressed:  
(Specify the aspects that 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
Time in school - Length of school year- minimum of 183 days - Length of school day 4 hours 40 minutes (infants); 5 hours 40 minutes (1st-6th classes)	Circular 11/95	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Arrangements for parent/ teacher and staff meetings	Circular 14/04	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of Croke Park agreement regarding additional time requirement	Circular 0008/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 034/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Valid enrolment of pupils	Section 9(1), 15 (2) and 23 Education Act 1998 Sections 20 and 21, Education (Welfare) Act 2000 Rules 55, 64, 108 and 123, Rules for National Schools Circular P24/02 Staffing Schedule for current school year	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Retention of pupils	Rule 64 Rules for National Schools Circular 11/01 Circular 32/03	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Development of school plan	Section 21, Education Act 1998	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Appointments to posts of responsibility	Circular 07/03 Circular 053/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement	Circular 0056/11 Initial Steps in the Implementation of the National Literacy and Numeracy Strategy	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from Irish	Circular 12/96	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
<p>Implementation of child protection procedures</p>	<p>Circular 0065/2011</p> <p>Please consider the following in relation to child protection</p> <ul style="list-style-type: none"> <li>- Number of cases where a report involving a child in the school was submitted by the DLP to the HSE <span style="float: right; border: 1px solid black; border-radius: 50%; padding: 2px 5px;">8</span></li> <li>- 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 <span style="float: right; border: 1px solid black; border-radius: 50%; padding: 2px 5px;">8</span></li> <li>- Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made <span style="float: right; border: 1px solid black; border-radius: 50%; padding: 2px 5px;">0</span></li> <li>- 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 <span style="float: right; border: 1px solid black; border-radius: 50%; padding: 2px 5px;">0</span></li> </ul>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>Implementation of complaints procedure as appropriate</p>	<p>Complaints Procedures, Section 28 Education Act Primary Boards of Management Information Manual November 2007</p> <p>Please consider the following in relation to complaints</p> <ul style="list-style-type: none"> <li>- Number of formal parental complaints received <span style="float: right; border: 1px solid black; border-radius: 50%; padding: 2px 5px;">0</span></li> <li>- Number of formal complaints processed <span style="float: right; border: 1px solid black; border-radius: 50%; padding: 2px 5px;">0</span></li> <li>- Number of formal complaints not fully processed by the end of this school year <span style="float: right; border: 1px solid black; border-radius: 50%; padding: 2px 5px;">0</span></li> </ul>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>Refusal to enrol</p>	<p>Section 29 Education Act 1998</p> <p>Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year</p> <ul style="list-style-type: none"> <li>- Number of section 29 cases taken against the school <span style="float: right; border: 1px solid black; border-radius: 50%; padding: 2px 5px;">0</span></li> <li>Number of cases processed at informal stage <span style="float: right; border: 1px solid black; border-radius: 50%; padding: 2px 5px;">0</span></li> <li>Number of cases heard <span style="float: right; border: 1px solid black; border-radius: 50%; padding: 2px 5px;">0</span></li> <li>Number of appeals upheld <span style="float: right; border: 1px solid black; border-radius: 50%; padding: 2px 5px;">0</span></li> <li>Number of appeals dismissed <span style="float: right; border: 1px solid black; border-radius: 50%; padding: 2px 5px;">0</span></li> </ul>		

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	
<p>Suspension of students</p>	<p>Section 29 Education Act 1998</p> <p>Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year</p>			
	<p>▪ Number of section 29 cases taken against the school</p>			<input type="text" value="0"/>
	<p>▪ Number of cases processed at informal stage</p>			<input type="text" value="0"/>
	<p>▪ Number of cases heard</p>			<input type="text" value="0"/>
	<p>▪ Number of appeals upheld</p>			<input type="text" value="0"/>
	<p>▪ Number of appeals dismissed</p>			<input type="text" value="0"/>
<p>Expulsion of students</p>	<p>Section 29 Education Act 1998</p> <p>Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year</p>			
	<p>Number of section 29 cases taken against the school</p>			<input type="text" value="0"/>
	<p>Number of cases processed at informal stage</p>			<input type="text" value="0"/>
	<p>Number of cases heard</p>			<input type="text" value="0"/>
	<p>Number of appeals upheld</p>			<input type="text" value="0"/>
	<p>Number of appeals dismissed</p>			<input type="text" value="0"/>

## Appendix to School Self-Evaluation Report: policy checklist

Policy	Source	Has policy been approved by the board of management?	If no, indicate aspects to be developed.
Enrolment policy	Section (15)(2)(d) Education Act 1998	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Code of behaviour <sup>12</sup> including anti-bullying policy	Circular 20/90 DES Guidelines on Countering Bullying Behaviour 1993 NEWB Guidelines Section 23, Education Welfare Act 2000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Attendance and participation strategy <sup>13</sup>	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Health and safety statement	Section 20 Health and Safety Act 2005	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Special education needs policy <sup>14</sup>	Education Act 1998 Equal Status Acts 2000-2011 Education (Welfare) Act 2000 Education for Persons with Special Education Needs Act (EPSEN) <sup>15</sup> 2004 Disability Act 2005	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Child protection policy	Circular 0065/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners	Circular 24/91	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Public service (Croke Park) agreement – special needs assistants	Circular 71/11	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Other			

<sup>12</sup> Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

<sup>13</sup> Under the provisions of the Education (Welfare) Act (2000) (section 22), the school's attendance strategy should conform with the provisions stipulated.

<sup>14</sup> 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."

<sup>15</sup> The EPSEN Act requires that schools be inclusive of and provide an appropriate education for pupils with special educational needs.