



Rockwell College  
Cashel, Co. Tipperary.  
65300D

*School self-evaluation summary report for school  
community*

Evaluation period: **September 2014-June 2015**

Report issue date: July 1<sup>st</sup> 2015

## Summary School Self-Evaluation Report

### 1. Introduction

Rockwell College is a fee-charging school with an enrolment of 475 pupils. It is a co-educational school with pupils attending on a day-boarding and boarding basis. There are 35 teachers in the school, both DES-paid and privately paid. The behaviour of our pupils is excellent overall, as is attendance. The school operates the Junior Certificate programme, an optional TY programme, LCVP and Leaving Certificate programme.

#### 1.1 The focus of the evaluation

An evaluation of Numeracy commenced during this year. It is Year One of the evaluation of Numeracy and the identification of areas of improvement. Numeracy was identified by the DES as the area of teaching and learning to be evaluated by schools nationally. This report summarises the strengths that were identified and the areas that have been prioritised for improvement.

In addition, the school continued with the evaluation and improvement of Literacy, which commenced in the school year 2013-14 and. This summary report will also detail findings and areas of improvement in the area of Literacy during Year Two 2014-15 .

### 2. Summary of school self-evaluation findings

A Numeracy team made up of five members of the staff engaged in a series of surveys to determine the attitudes of pupils and staff to issues around Numeracy. The surveys were attitudinal in approach. In addition, in-house statistical data available to the team was analysed.

#### 2.1 The following areas were identified as strengths within the school in the area of Numeracy:

##### Strengths

- A high level of enjoyment of Maths in First Year
- A level of engagement with Honours Maths in excess of national averages.
- Appropriate levels of qualifications of the teachers teaching Maths to the pupils.

#### 2.2 The following areas for improvement in Numeracy for Year One have been

identified:

**Areas for development**

- A need to improve staff engagement with numerical literacy as a concept.
- To increase the confidence of pupils in discussing topics of numeracy.
- The conscious and regular use by teachers of strategies within the classroom to promote numerical literacy.
- The inclusion in Subject Plans of Numeracy strategies to be engaged.

**2:3 The following improvements have been identified during Year Two of School Self-Evaluation of Literacy:**

**Literacy progression in Year Two**

- The Subject Plans of individual subjects all incorporate Literacy strategies.
- The updating of the First Year Library content is complete and will continue to be monitored.

**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	Circular M29/95	√ Yes No  √ 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
<p>all year groups)</p> <ul style="list-style-type: none"> <li>- Length of school week (minimum of 28 hours for all year groups)</li> </ul>			
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/ HRA 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©)	√ 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	

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
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	
Parents as partners in education	Circular M27/91	√ Yes	
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	None	
	▪ 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	None	
	▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made	None	
▪ 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	None		
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	None	
	▪ Number of formal complaints processed	None	
▪ Number of formal complaints not fully processed by the end of this school year	None		

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
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	None			
Number of cases processed at informal stage	None			
Number of cases heard	None			
Number of appeals upheld	None			
Number of appeals dismissed	None			
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		N/A	
Number of section 29 cases taken against the school	None			
Number of cases processed at informal stage	None			
Number of cases heard	None			
Number of appeals upheld	None			
Number of appeals dismissed	None			
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			

<b>Issue</b>	<b>Relevant legislation, rule or circular</b>		<b>Is the school fully meeting the requirements of the relevant legislation, rule or circular?</b>	<b>If no, indicate aspects to be developed</b>

## 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 <sup>1</sup>	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	Whole-school review of Code of Behaviour commenced 2014/15 . Further work needed 15/16 Anti-Bullying Policy in place.
Attendance and participation strategy <sup>2</sup>	Circular M51/93 Section 22, Education Welfare Act 2000	√ Yes No	
Health and Safety Statement	Health and Safety Act 2005 Section 20	√ Yes No	Update in 2015
Data Protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	√ Yes No	
Special education needs policy <sup>3</sup>	Education Act (1998) Equal Status Acts (2000 to 2011), Education (Welfare) Act (2000), Education for Persons with Special Education Needs Act (EPSEN) <sup>4</sup> (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	

<sup>1</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>2</sup> Under the provisions of the Education (Welfare) Act (2000) (section 22) the school's attendance strategy should conform with the provisions stipulated.

<sup>3</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>4</sup> The EPSEN Act requires that schools be inclusive of and provide an appropriate education for students with special educational needs.



