



Report on our progress on Teachers' Collective/Collaborative Practice (Domain 4: Standard 3) page 21, as outlined in our School Improvement Plan published in January 2018.

The School Self Evaluation Group co-ordinated a review of the Assessment Policy adopted in November 2012. A working group drafted a new document taking into account formative and summative practices. The policy is currently in draft form and will be circulated to staff, parents, students and the Board for comment.

The Generic Comment Bank was removed from school reports and a schoolwide use of "free text" focusing on formative feedback was introduced.

A formula for a more constructive conversation with students about their strengths and weaknesses as learners was devised. This took the form of a sticker which focused on "Read-Reflect-Respond". These stickers are currently being introduced throughout the school.

SLAR (Subject Learning and Assessment Review) meetings took place in English, Science and Business.

Academic Tracking documents were compiled and are in use to improve student attainment.

Additional Information about how we are carrying out our work and about what the Department of Education and Skills requires us to do

School time and holidays:

The Department requires all post-primary schools to have **167 school days** each year and a **28 hour school week**. This year we had 167 school days from 28th August 2017. Our school week is 28 hours.

The Department sets out a standardised school year and school holidays. This year we took all our school holidays within the permitted time.

The Department sets out arrangements for parent/teacher meetings and staff meetings. Due to industrial action it was not possible to hold all parent/teacher meetings in line with the Department's regulations.

Looking after the children in our school:

The Department requires schools to follow the Child Protection Procedures that it has set down. The Child Protection Risk Assessment was conducted and the Child Safeguarding Statement was published in accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements. The Board of Management of Loreto Abbey Secondary School, Dalkey, adopted these procedures on 26th February 2018. All teachers know about the Procedures and we have advised all parents about them and how we follow them. Our Designated Liaison Person (DLP) is Mr. Robert Dunne and our Deputy Designated Liaison Person (DDL) is Ms Marie Breen.

Enrolment and Attendance:

The Department requires schools to have and publish an Admissions Policy, to record and report attendance accurately and to encourage high attendance and participation.

We have an Admissions Policy and it is published. We reviewed and updated our Admissions Policy on 26th February 2018. We keep accurate attendance records and report them as required. We encourage high attendance in the following ways:

- Good attendance is promoted in Loreto Abbey by a culture of high expectations, encouraging each student to take responsibility for her own learning and achieve her full potential through regular presence in class.
- Students are made aware of the incremental nature of learning and the implications for them or irregular attendance during assemblies, general classes and in SPHE.
- The Year Head and/or Mentor(s) of the Student Support Team meet with students for whom attendance or punctuality has been identified as an issue.
- Reports to parents/guardians include a detailed breakdown of attendance for the period in question.
- Parents/Guardians are contacted by email on the morning of an absence.
- Records of attendance and punctuality are available to view on VSWare by logging in using the unique password for that student.
- The school's reward system acknowledges excellent attendance and punctuality and recognises students who show significant improvements in attendance and punctuality.
- A sense of belonging and connectedness in school is developed through participation in school life and/or extra-curricular activities.

This is how you can help:

Parents/guardians are asked:

- To support the school's Attendance Strategy in compliance with their legal responsibilities to ensure that their child is attending a recognised school on every day that the school is open. (Section 17 of the Education (Welfare) Act 2000). Only absences relating to activities organised by the school or in which the school is involved can be authorised by the Principal (Section 21.9) of the Education (Welfare) Act 2000). Therefore the school cannot give 'permission' for holiday absences during term time.
- To ensure regular and punctual attendance of students and avoid unnecessary absences and where possible to arrange elective appointments outside of school time. If such appointments must take place within school hours, then students should return to school following the appointment.
- To provide a written explanation for the student's absence on the first day of return to school.
- To inform the Year Head in advance of any planned absences from school.
- To provide to the school reliable contact telephone numbers and alternative 'emergency' numbers.
- To adhere to the procedures set out in the Strategy for the withdrawal of students from school during the school day.
- To acknowledge and, where necessary, reply to communications from the school in relation to attendance issues.

Positive behaviour for a happy school:

The Department requires schools to have a Code of Behaviour and asks us to consult with parents and students regarding this, which we do. Our Code of Behaviour describes and supports positive behaviour. We have a very clear and high profile Anti-Bullying Policy in our school.