

Scoil na mBuachaillí, Cloch na gCoillte



School Improvement Plan Geography

Evaluation Period: September 2015 - June 2016

Report Issue date: January / October 2019



OUR SCHOOL IMPROVEMENT PLAN

Summary of main strengths as identified in the last SSE dated November 2015

- Coderdojo taught in the school
- Our School is a Digital School of Distinction.
- Orienteering / Map Reading – proud tradition in participation in inter school competitions.
- Large store of books, CD Roms and with the use of our online *fearas website* – easily accessible to all.
- In Junior Infants and Senior Infants the Aistear Programme is being implemented.
- Our classes regularly visit the town of Clonakilty and its environs.
- We have two award winning gardens in our school.
- 82% of parents surveyed said their children like Geography (Information obtained from Surveys).
- 72% of pupils surveyed said they like Geography (Information obtained from Surveys).
- etc (see School Self-Evaluation Report)

Summary of main areas requiring improvement as identified in the last SSE.

- Use Geography trails within the school and around the school grounds.
- Create a Geography noticeboard provide opportunities for pupils to present / display their Geography work.
- A variety of options for recording work needs to be provided which is appropriate to class levels and abilities.eg. drawing a picture to show a result, using ICT, using concrete materials to show how a result is obtained, using a diagram, telling and explaining.
- Children with exceptional ability: This area needs attention. Define what strategies are in place to provide challenges for children of exceptional ability? e.g. Opus Pro, Coder dojo etc.
- Store Geography Equipment in a central place – probably in Regina’s room (near the music room).
- Purchase more equipment.
- Identify apps that could support the curriculum.
- Invite visitors to the school.

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| OUR SCHOOL IMPROVEMENT PLAN | |
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| Improvement targets (related to pupils' achievement) | <ul style="list-style-type: none"> • To improve Geography Equipment which will hopefully lead to more hands on experiences. • To improve knowledge of their local areas – the town and its environs. • To improve Map reading skills. |
| Required actions (related to teaching and learning that will help to achieve the targets) | <ul style="list-style-type: none"> • More use of digital equipment. • More Field trips • Invitation to speakers to come to the school and share their experiences. • Research equipment that would be suitable to fulfil these aims. • Identify books that would support the curriculum. |
| Persons responsible | <ul style="list-style-type: none"> • Entire Staff • Post of Responsibility holder for Geography Regina Fitzmaurice. |
| Timeframe for action | <ul style="list-style-type: none"> • During the 2019/2020 School Year |
| Success criteria / measurable outcomes | <ul style="list-style-type: none"> • Further surveys, focus groups etc • The children will know more about their locality. |
| Review dates | August 2020 |

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Appendix #01 to Primary School Self-Evaluation Report: Legislative and regulatory checklist – reporting to the school community

| Rules and regulations for schools are set out in a number of Education Acts, and in Circulars issued to schools from time to time by the Department of Education and Skills. The list below deals with important areas of school life and tells you what rules and regulations apply to them. You will find the Acts and Circulars mentioned on the Department's website, www.education.ie . | |
|--|--|
| Which area of school life is involved, and what are the regulations? | Is the school following the regulations fully? |
| The school calendar and the school timetable Circular 11/95 sets down the length of the school year - minimum of 183 days Circular 11/95 sets down the length of the school day 4 hours 40 minutes (infants); 5 hours 40 minutes (1 st -6 th classes) | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Parent/ teacher meetings and staff meetings Circular 14/04 sets out the arrangements for these meetings | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Implementation of agreement regarding additional time in school for teachers Circular 0008/2011 requires teachers to do an additional 36 hours of out-of-class work each year, so as not to reduce teaching time | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Standardisation of school year Circular 034/2011 gives the dates for school holidays | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Valid enrolment of pupils Sections of the Education Act 1998 and the Education (Welfare) Act 2000, and the Rules for National Schools set out the conditions for pupils to be validly enrolled in a school | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Pupils repeating a year The circumstances in which pupils may repeat a year are set out in Rules for National Schools, and circulars 11/01 and 32/03 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Development of school plan Section 21, Education Act 1998 requires all schools to have a school plan | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Engagement with SSE process Circular 39/2012 outlines the school self-evaluation process and what it requires of schools | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement Circular 56/2011 sets out initial actions required 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 sets out the circumstances in which children are exempt from studying Irish | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Implementation of child protection procedures Circular 0065/2011 and the Child Protection Guidelines oblige schools to ensure that: liaison persons have been appointed; the procedures have been communicated to the whole school community; and the procedures are being followed | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Implementation of complaints procedure as appropriate Section 28 Education Act 1998 provides for procedures to address complaints about a school. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Complaints have been resolved or are being resolved <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input checked="" type="checkbox"/> |
| Appeals in the case of refusal to enrol students, suspension and expulsion (permanent exclusion) Section 29 Education Act 1998 provides for appeals procedures in these cases, which are dealt with first of all by the school. Where cases are not resolved at school level, an external appeals committee hears the appeal and makes a decision. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Appeals have been dealt with or are being dealt with <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input checked="" type="checkbox"/> |

