2018-2021

Bishop McEgan College

Our Self-Evaluation Report and Improvement plan

What is School Self Evaluation?

School Self Evaluation empowers a school community to identify and affirm good practice already in place but also to identify and take action in areas that merit improvement. In essence it allows a school to take ownership of their own development and progression.

Bishop McEgan College has been actively engaging in the SSE process since 2012, creating opportunities for new and effective teaching and learning strategies. By engaging with SSE we are afforded the opportunity to review our current educational environment and identify specific areas for improvement applicable to our school. Varying, updating and introducing new methods of teaching and learning will ultimately lead to improvements in the competencies and abilities of our students in Bishop McEgan College.

-The years 2012-2016 marked our first improvement plan; during this term we focused on improving the standards of literacy, numeracy and improving how the students learn through assessment for learning **(Appendix 1)**

-Our most recent improvement plan (2018-2021) focused on our guidance plan and developing a digital framework for our school. This involved:

- Creating a Digital Learning Framework (DLF) plan **(Appendix 2)**
- Upskilling staff on digital literacy
- Applying and securing funding for the Digital Learning Framework
- Putting in place the required hardware
- Enlisting all staff to review guidance as part of their subject
- Creating a whole school guidance plan **(Appendix 3)**

Why Create a Digital Learning Framework for Bishop McEgan College?

We live in an era of complexity- the only stable factor is constant change. Our schools mirror many modern-day realities- the most pertinent being 'The Technological Revolution'. Due to this complex and changing context of education, teachers have been challenged to up-skill and remain progressive in their curricular activities.

Bishop McEgan College fosters a heightened concern for student learning; as a direct consequence of this, our school has delved into the creation of a Digital Learning Framework. We have committed to provide a more up to date and revolutionary outlook on teaching and learning which aids in the creation of an educational environment encapsulating the importance of Digital Learning.

What are the benefits of digital learning?

Digital learning enhances the teaching and learning experiences through the following examples;

- New up to date educational material
- Exposure to digital content increases student motivation and interest
- Using a variety of teaching methodologies ensures that the students have increased opportunities to learn
- Digital learning allows for continuous feedback from content e.g. embedded assessment, games, simulations and adaptive learning.
- Digital learning empowers collaboration. Social learning platforms like Microsoft Teams, Edmodo and google Documents make it easy for teachers to create and manage class groups and content.

What is the Digital Learning Framework?

The Digital Learning Framework will provide clarity for teachers in terms of how they can effectively embed digital technologies into their practice. It will also guide school leaders and educational providers to create a shared vision for how technologies can best meet the needs of all learners.

Appendix 1

School Self Evaluation plan

2012-2016

Macroom, Co. Cork
Roll Number: 71030J

School Self-Evaluation Report on Literacy

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in McEgan College was undertaken during the period September 2012 to May 2013. During the evaluation, teaching and learning in the following curriculum areas were evaluated:

- Literacy

This is a report on the findings of the evaluation.

1.2 School context

McEgan College is a co-educational school under the auspices of the Cork Educational and Training Board. 197 second level students are enrolled at the school, 112 boys and 85 girls. There are 32 teachers including a principal and vice principal. Support staff include: School Completion project worker, Home School Community Liaison Teacher, 6 Special Needs Assistants, 2 secretaries and care taking staff.

The school building dates from 1934. An extension was added in 1984 and a new ASD unit was added in 2010. The school currently has 21 classrooms. Specialist rooms include a newly refurbished Science Laboratory and metalwork room, a woodwork room, DCG room, home economics room and two computer rooms. The school is currently engaged in the planning process for three additional general classrooms and a Moderate General Learning Unit.   The school also has a sports hall with a fully equipped gym, tennis courts which were re developed in 2011 and a new astro turf pitch.

McEgan College has DEIS status and offers the following programmes: JCSP, LCA, TY, SCP, HSCL. Under these programmes significant developments have been made within the school. There is a small JCSP library, breakfast club, homework club and lunch time and holiday activities.

2. The findings

- A significant amount of work has been done in the area of literacy since 2009 through DEIS targets and JCSP. The following has been achieved:

  1. Student reading ages are tested using GRT each year, collated and stored electronically. All students with a reading age below 8 receive further testing using Neale Analysis. The findings from this data supports that student reading ages are improving but there are still a significant percentage of students reading below their chronological age when leaving school. In 2012, 6% of students had a reading age between 8 and 10, 9% had a reading age between 12 and 10 and 33% of students had a reading age between 12 and 15. 27% of first year parents surveyed believe that their son/daughter's literacy skills are fair. Together this indicates that there is still work to be done to improve literacy levels amongst students.

  2. All subject departments have adopted keyword strategies. Keywords are explicitly taught at the start of new topics and are on display in classrooms. Each subject folder has a list of relevant keywords which can be

used by learning support staff to support the work carried out in classrooms. This intervention has been successful. There is evidence of Keywords in a all subject folders and on class room walls.

3. Teachers have been given some in service on appropriate reading strategies to use in class however; the teacher questionnaire revealed that more support is needed in this area. 25% of teachers highlighted literacy training as one of their top three priorities in the SSE checklist. The methodology survey indicated that text marking is only being used regularly by three teachers. Teachers highlighted the following areas for training: SQ3R, writing frames, skimming, scanning and summarizing information.

4. A small library with an electronic tagging system has been created through JCSP and Parent's Association funding. The library needs to be continually updated. While books of interest for senior cycle students are limited, 76% of first years felt that the library contained books of interest for them.

5. Junior Cycle students have had the opportunity to engage in reading interventions such as Word Millionaire and Reading Challenge. A JCSP focus group revealed that while first years are very enthusiastic about reading, this enthusiasm wanes in second year and is lost. 60% of 1st year parents indicated that their child reads at home independently. They listed many obstacles faced in trying to encourage their son/daughter to read, the most widely reported being that students are less engaged by reading than they are by TV, computers, mobile phones and sports. Only 29% of first years said that they enjoy reading.

   Senior Cycle students have little opportunity to engage in literacy interventions. Interventions at senior cycle take the form of small group support for the English Leaving Certificate exam.

6. Parent and student questionnaires and JCSP focus group revealed that written literacy is an area of concern. 40% of parents do not believe that teachers demand a high level of written work from students. 24% of first year students said that teachers demanded high quality written work from them and 47% said that teachers regularly correct their work with regard to spelling and grammar. 24% of students also said that teachers never ask them to re do their work having made corrections. This would indicate that the practice of drafting, redrafting and editing is limited. The focus group felt that apart from English teachers, teachers do not place enough emphasis on spelling, grammar and development of vocabulary. They believe this is because students are not docked marks in the exams for this and that teachers focus on content for exam rather than skills.

3. Progress made on previously identified improvement targets

1. The collection of data with regard to student reading ages is excellent.

2. Keyword strategies are being used by all subject teachers.

3. Junior Cycle students have access to a small library and reading interventions such as Word Millionaire and Reading Challenge.

4. Significant improvements have been made to create print rich environments in classrooms

4. Summary of school self-evaluation findings

4.1 Our school has **strengths** in the following areas:

- Data collection on reading ages is up to date

- JCSP supports for literacy has been embraced by staff and junior cycle students – library, reading interventions, keywords etc

- Standardized tests show an increase in reading ages across all year groups

4.2 The following areas **are prioritised for improvement:**

- **Whole school development of literacy** – not simply seen as the job of the English teacher. This shall be achieved through subject departments.
- **Reading for pleasure** – all students, junior and senior cycle will have the opportunity to read for pleasure. Reading shall be promoted as an enjoyable activity with teachers acting as good reading models.
- **Written literacy** – Students will develop their writing skills with special reference to planning, organising, drafting, editing and sequencing paragraphs and ideas. They will be able to use effective and appropriate vocabulary and will display increased proficiency with spellings and mechanics.

The following legislative and regulatory requirements need to be addressed:

- SSE guidelines

- National Strategy for literacy & Numeracy

- New Junior Cycle Curriculum

OUR NEW SCHOOL IMPROVEMENT PLAN FOR LITERACY

Summary of main strengths as identified in last SSE in (Sept 2012-May 2013):	1. Data collection on Reading ages is up to date 2. Data collection on reading ages indicates that the majority of students experience an increase in their reading age. 3. JCSP supports literacy in the school through resources, training and reading intervention. 4. Keyword strategy which was focused on as part of DEIS targets has been successful.
Summary of main areas requiring improvement as identified in last SSE:	• **Whole school development of literacy** – not simply seen as the job of the English teacher. This shall be achieved through subject departments. • **Reading for pleasure** – all students, junior and senior cycle will have the opportunity to read for pleasure. Reading shall be promoted as an enjoyable activity with teachers acting as good reading models. • **Written literacy** – Students will develop their writing skills with special reference to planning, organising, drafting, editing and sequencing paragraphs and ideas. They will be able to use effective and appropriate vocabulary and will display increased proficiency with spellings and mechanics.
Improvement targets (related to students' achievement)	1. Students will display more positive attitudes to reading. 2. The number of students sitting foundation level English will be minimised. 3. Third Year students will have a measurable reading age of at least ten years. 4. There will be an improvement in student's proficiency with spellings and mechanics. 5. Student's written expression will be enhanced.
Required actions (Related to Teaching and Learning that will help to achieve the targets)	1. Students will have the opportunity to engage in literacy interventions at both Junior and Senior Cycle. The interventions will include: Keyword Week, Word Millionaire, Reading challenge, Drop Everything and Read and Paired Reading. **Each year group will have access to a minimum of two literacy intervention per year**. A calendar of intervention strategies will be organised in September for the coming year. The main aim of these interventions will be to promote reading for fun.

	2. **A literacy corridor will be developed** to display student work and to create a print rich environment outside of the classroom. 3. Whole school interventions such as **Riddle of the week, word of the week and random fact of the week will be developed to promote whole school interest in literacy** – teachers will be encouraged to discuss these with their students. 4. The school's homework policy will be reviewed and **guidelines for written homework will be placed in student journals**. This will be referred to regularly by teachers. 5. **Teachers will receive training** particularly with regard to supporting students with written work. 6. **A whole school approach will be adopted to the presentation and correction of written work**. 7. **Students will be given the opportunities to work on spelling, punctuation, vocabulary, drafting and editing through whole school and class intervention.** 8. **Second year students will be targeted for literacy** development through a literacy class one day a week.
Persons responsible	1. Management 2. Literacy Link Teacher 3. Subject Departments 4. SCP project worker & HSCL teacher
Timeframe for action (numbers linked to above actions)	1 – Commences 2012/2013 2 – January 2013 3 – October 2012 4 – May 2013 5 – ongoing 6-January 2014 7 – Ongoing 8 – Commences Sept 2013
Success criteria/measurable outcomes	1. Gather and analyse Reading ages. Focus: (a) is there an overall improvement for all students? (b) do all third year have a reading age over 10? 2. Monitor the number of students doing foundation level. 3. Analysis of state exam results in English

	4. Analysis of 2nd Year group – (a) monitoring results in English and (b) looking at attitudes to reading
Review date(s)	Dec 2013 May 2014

School Self-Evaluation Report on Numeracy

Evaluation period: September 2012-May 2013

Report issue date:

1. Introduction

1.3 The focus of the evaluation

A school self-evaluation of teaching and learning in McEgan College was undertaken during the period September 2012 to May 2013. During the evaluation, teaching and learning in the following curriculum areas were evaluated:

- Numeracy

This is a report on the findings of the evaluation.

1.4 School context

McEgan College is a co-educational school under the auspices of the Cork Educational and Training Board. 197 second level students are enrolled at the school, 112 boys and 85 girls. There are 32 teachers including a principal and vice principal. Support staff include: School Completion project worker, Home School Community Liaison Teacher, 6 Special Needs Assistants, 2 secretaries and care taking staff.

The school building dates from 1934. An extension was added in 1984 and a new ASD unit was added in 2010. The school currently has 21 classrooms. Specialist rooms include a newly refurbished Science Laboratory and metalwork room, a woodwork room, DCG room, home economics room and two computer rooms. The school is currently engaged in the planning process for three additional general classrooms and a Moderate General Learning Unit.   The school also has a sports hall with a fully equipped gym, tennis courts which were re developed in 2011 and a new astro turf pitch.

McEgan College has DEIS status and offers the following programmes: JCSP, LCA, TY, SCP, HSCL. Under these programmes significant developments have been made within the school. There is a small JCSP library, breakfast club, homework club and lunch time and holiday activities.

2. The findings

- A significant amount of work has been done in the area of literacy since 2009 through DEIS targets and JCSP. The following has been achieved:

  7. A huge volume of data has been collected and collated in relation to numeracy. The data was collected through parent and teacher questionnaires and student surveys/interviews. The data indicates that while initiatives are already in place to improve numeracy there is still a lot of work to be done in this area.

  8. All subject departments have adopted keyword strategies. Keywords are explicitly taught at the start of new topics and are on display in classrooms. Each subject folder has a list of relevant keywords which can be used by learning support staff to support the work carried out in classrooms. This intervention has been successful. There is evidence of keywords in all subject folders and on class room walls.

  9. Junior Cycle students have had the opportunity to engage in numeracy interventions

such as paired maths and maths 4 fun through JCSP. Senior cycle students were also involved in these initiatives as mats tutors to the juniors.

10. Staff are interested and willing to get involved in cross curricular activities involving numeracy.

3. Progress made on previously identified improvement targets

5. The collection of data with regard to student maths ages is excellent.

6. Keyword strategies are being used by all subject teachers.

7. JCSP initiatives such as paired maths, numeracy bake off, maths for fun etc

8. Significant improvements have been made to create a numerical rich environment

9. Coordination of common cross curricular topics taught at the same time every year

4. Summary of school self-evaluation findings

4.1 Our school has **strengths** in the following areas:

- Data collection on Maths ages is up to date

- JCSP supports for Numeracy has been embraced by staff and junior cycle students – library, reading interventions, keywords etc

- Skilled staff willing to engage with methodologies which support Numerical improvements.

4.2 The following areas **are prioritised for improvement:**

- **Whole school development of literacy** – not simply seen as the job of the English teacher. This shall be achieved through subject departments.
- **Reading for pleasure** – all students, junior and senior cycle will have the opportunity to read for pleasure. Reading shall be promoted as an enjoyable activity with teachers acting as good reading models.
- **Written literacy** – Students will develop their writing skills with special reference to planning, organising, drafting, editing and sequencing paragraphs and ideas. They will be able to use effective and appropriate vocabulary and will display increased proficiency with spellings and mechanics.

The following legislative and regulatory requirements need to be addressed:

- SSE guidelines

- National Strategy for literacy & Numeracy

- New Junior Cycle Curriculum

OUR NEW SCHOOL IMPROVEMENT PLAN FOR NUMERACY

Summary of main strengths as identified in last SSE in (Sept 2012-May 2013):	1. Data collection on Maths ages is up to date 2. Skilled and willing staff 3. JCSP supports numeracy in the school through resources, training and reading intervention. 4. Keyword strategy which was focused on as part of DEIS targets has been successful.
Summary of main areas requiring improvement as identified in last SSE:	• **Whole school development of Numeracy** – not simply seen as the job of the Maths teacher. This shall be achieved through subject departments.
Improvement targets (related to students' achievement)	1. Improve numerical competencies at both junior and senior level 2. Create a numerical rich environment 3. Reduce the number of students taking Foundation Level Maths
Required actions (Related to Teaching and Learning that will help to achieve the targets)	1. Establish a numeracy wall outside the maths room **2.** Display puzzle of the week in assembly digital notice-board 3. Subject departments will discuss and decide on common numeracy topics and best practice. Subject department will agree on ideal common strategy and implement. 4. Subjects departments will develop key word lists relevant to numeracy and explicitly teach these to students 5. They will have copies of these lists in their subject plans 6. Teacher will display these key word lists in their classrooms and refer to them regularly

Persons responsible	1. Management 2. Numeracy Link Teacher 3. Subject Departments 4. SCP project worker & HSCL teacher
Timeframe for action (numbers linked to above actions)	1 – Commences 2013/2014 2 – on going 2013 3 – October 2012 4 – September 2013 5 – September 6-ongoing
Success criteria/measurable outcomes	1. Gather and analyse Maths ages. Focus: is there an overall improvement for all students? 2. Monitor the number of students doing foundation level. 3. Analysis of state exam results in Maths 4. Analysis of 2nd Year group – (a) monitoring results in Maths and (b) looking at attitudes towards Maths
Review date(s)	Dec 2014 May 2015

Outcomes of the 2012-2016 School Improvement plan

It was concluded that the initiatives have had a notable impact, not just in terms of numeracy and literacy, but also in relation to the creation of an efficient and effective learning environment. Numeracy and Literacy have become embedded in the learner's environment by being more inclusive across the wider school community, involving teachers, students and their parents.

The initiatives resulted in numerous positive outcomes such as

- A marked increase in mathematical performance within a sample group of students chosen.
- The new notice boards raised the profile of numeracy and literacy by being more prominent and visible within the school environment. The weekly puzzles are displayed here as well as on the electronic display in the main assembly. Students look forward to and engage in the weekly activities and respond well to them.
- The collaborative learning interventions of this project had a notable positive educational impact.
- The paired teaching and learning approach supported learning, not just from an educational point of view but also from a social and interpersonal perspective also.

In summary the 2012-2016 improvement plan has been a success with the following notable outcomes;

1) Academic improvements
2) More parental involvement
3) Increased awareness in relation to numeracy and literacy
4) New teaching and learning methodologies
5) Increased student motivation

Appendix 2

ICT ACCEPTABLE USAGE POLICY April 2020

School Details: Bishop McEgan College is a co-educational post-primary DEIS school under the trusteeship of Cork ETB, providing a broad curriculum to both girls and boys up to Leaving Certificate.

School Management: The Board of Management of Bishop McEgan College is a statutory Board appointed pursuant to the provisions of the Education Act 1998 and with the establishment of the Education and Training Board Act 2013.

Mission Statement

To care equally for all, and to promote learning, hard work and responsibility in an ordered and disciplined environment.

Ethos

All ETB schools are state, co-educational, multi-denominational schools underpinned by the core values of:

- Excellence in Education;
- Care;
- Equality;
- Community and
- Respect.

Rationale

The aim of this Acceptable Usage Policy (AUP) is to ensure that students will benefit from learning opportunities offered by the school's ICT and internet resources in a safe and effective manner. Internet use and access is considered a school resource and privilege. If the school AUP is not adhered to, this privilege will be withdrawn and appropriate sanctions will be imposed.

It is envisaged that school and parent representatives will be involved in the review of this policy on a regular basis.

School AU Strategy

The school employs several strategies in order to maximise learning opportunities and reduce risks associated with the Internet. These strategies include:

GENERAL

- KD Systems manage all user accounts and regularly service ICT devices. Bishop McEgan has a yearly contract with this ICT solution provider.
- Open internet sessions will always be supervised by a teacher.
- Filtering software and/or equivalent systems will be used where appropriate in order to minimise the risk of exposure to inappropriate material.
- The school will regularly monitor students' internet usage.
- Each student will be issued a unique Computer Network Account username and password. This will grant them access to the schools ICT resources at a student's security level. Students must use only their own username at all times (unless a specific account has been put in place for group work).
- Each student will be issued with a school email account for educational purposes only.
- Students and teachers will be provided with training in the area of internet usage and safety.
- Uploading/downloading and installation of non-approved software will not be permitted.
- Virus protection software will be used and updated on a regular basis.
- The use of digital storage media in school requires a teacher's permission.
- Students will always treat others with respect and will not undertake any actions that may bring the school into disrepute.

WORLD WIDE WEB

- Students will not intentionally visit internet sites that contain obscene, illegal, hateful or otherwise objectionable materials or attempt to circumvent protective software.
- Students will report accidental accessing of inappropriate materials.

- Students will use the internet for educational purposes only.
- Students will not copy information into assignments and fail to acknowledge the source (plagiarism and copyright infringement).
- Students will never disclose or publicise personal information.
- Downloading materials or images which are not relevant to their studies is in direct breach of the school's AUP.
- Students will be made aware that any usage, including distributing or receiving information, school-related or personal, may be monitored for unusual activity, security and/or network management reasons.

EMAIL/MESSAGING

- All students will be given a @mcegan.ie student email.This email address is to be used for educational purposes and to communicate with teachers on their @mcegan.ie address. Personal emails address are not to be used for communication between teachers and pupils in line with GDPR.
- Student *Office 365* accounts and associated apps are deleted at the end of the calendar year in which students complete their Leaving Certificate
- Students will not use email for personal reasons. Email which is used for educational purposes will use approved email addresses and will be supervised or authorised by a teacher.
- Students will not send or receive any material that is illegal, obscene and/or defamatory, or that is intended to annoy or intimidate another person.
- Students will not reveal their own or other people's personal details, such as addresses or telephone numbers or pictures.
- Students will never arrange a face-to-face meeting with someone they only know through emails or other online communication.
- Internet chat/social networking sites: students will only have access to chat rooms, discussion forums, messaging or other forms of electronic communication that have been approved by the school.McEgan college offers *Microsoft Teams* as a platform for holding educational chat between class groups administrated by the class teacher. Any breach of acceptable use will result in the individual having their privilege to *Microsoft Teams* withdrawn. School disciplinary code will be followed in such a situation.
- Where appropriate, usernames will be used to avoid disclosure of identity.

SCHOOL WEBSITE

- Students will be given the opportunity to publish projects, artwork or school work on www.mcegan.ie in accordance with this policy and approval processes regarding the content that can be loaded to the school's website.
- The website will be moderated to ensure that there is no content that compromises the safety of students or staff.

- The publication of student work will be co-ordinated by a teacher and authorised by the school.
- Students' work will appear in an educational context. Students will continue to own the copyright of any work published.
- The school will endeavour to focus on group activities when using digital photographs, audio or video clips. Content focusing on individual students will not be published on the school website without parental consent.
- Personal student information including home address and contact details will be omitted from school web pages.

FACEBOOK PAGE

The purpose having of a school Facebook page is to provide;

- Communication with parents regarding specific events & activities
- Communication with new or prospective parents
- Communication with wider audience regarding positive advertisement of school, promotion of school & enrolment dates
- Communication with wider audience of school life via possible communication tours -photos of pupil's projects, notice boards, etc.
- Communication between parents especially new parents
- Continued advancement of our school communication system with information shared via paper notes, email, website & now Facebook

Those using our social networking site must abide by the following;

- Users cannot advertise products or services on our school Facebook page
- Users should not post anything on the page that could be deemed as offensive – inappropriate or harmful comments/content will be removed immediately
- Users should not ask to become "friends" with staff as failure to respond may cause offence
- Users cannot tag or post photographs of children on the page
- Users should not add comments that can identify children
- To use Facebook, one must be 13 years of age or older.

Social Media

The following statements apply to the use of messaging, blogging and video streaming services in McEgan College:

- Use of instant messaging services and apps, blogs and video streaming sites such as *YouTube* is allowed with teacher permission in McEgan College and under teacher supervision for educational purposes.
- Staff and students must not use social media and the internet in any way to harass, insult, abuse or defame students, their family members, staff or other members of the McEgan College
- Staff and students must not use school email addresses for setting up personal social media accounts or to communicate through such media

- Staff and students must not engage in activities involving social media which might bring McEgan College into disrepute
- Staff and students must not represent their personal views as those of McEgan College on any social medium.

STUDENT PERSONAL DEVICES

This section refers to personal devices such as: smart phones, iPods, cameras, game consoles, PSPs, etc.

- Students' personal devices, unless authorised by a teacher, are not to be used on school premises. Each student must ensure all his/her devices are SWITCHED OFF and out of sight in the school building.

- The unauthorized capture of images, video or audio is in direct breach of the school's AUP.

- Connecting or attempting to connect to the school's network system (wired or wireless) without authorisation is in direct breach of the school's AUP.

Cyber bullying

When using the internet students, parents / guardians and staff are expected to treat others with respect at all times.

Engaging in online activities with the intention to harm, harass, bully or embarrass a student or member of staff is unacceptable and absolutely prohibited and carries serious consequences and sanctions for those involved.

Measures are taken to ensure that staff and students are aware that bullying is unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons).

The prevention of cyber bullying is an integral part of the Anti-Bullying Policy of McEgan College.

Images & Video & Audio Recordings

Care should be taken when taking photographic or video images that pupils are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute.

Written permission from parents or carers will be obtained before photographs of pupils are published on the school website/*Facebook* page.

Pupils must not share images, videos or other content online with the intention to harm another member of the school community regardless of whether this happens in school or outside.

Sharing explicit images and in particular explicit images of pupils and/or minors is an unacceptable and absolutely prohibited behaviour, with serious consequences and sanctions for those involved.

Sharing explicit images of other pupils automatically incurs suspension as a sanction

Video conferencing

- Video conferencing is a tool that may be used by teachers to hold classes when the school is closed for exception circumstances.
- *Teams* and *Zoom* have been deemed as acceptable platforms by CETB for holding of Video conferencing classes.
- Teachers can use Video conferencing for contacting their timetabled class groups during school hours.
- Where classes are being recorded it is the responsibility of the Teacher to inform all attendees that the lesson is being recorded.The recording should be available to the class, including those who were absent for the live lesson.
- A password must be used in the case of *Zoom* to prevent *Zoombombing.*
- Students should adhere to Video conferencing etiquette which is summarized as follows:

Appropriate clothing should be worn during the lessons

Students should be prepared for the lesson - this means having pens, books, copies or any items required before the lesson begins.

Students should sit at a desk/table/counter - top or a similar solid work surface during the lesson where possible - not on beds, floors, couches etc.

Students should mute their mics on entering the video Conference to avoid echo and general disturbance of the lesson.

Students should not leave the Video Conference until it has officially ended. Students should not move around the room or make distracting noises that interrupts the lesson for themselves and/or other students. Students should mute their microphones unless they need to communicate or are asked to communicate during the video conference.

School Policies are effective during school related activities such as Video Conferences. In particular, students should pay attention to the following policies which apply during school related Videoconferences;
● Code *of Behaviour*
● Internet *Acceptable Use Policy(this document)*
● *Anti-Bullying Policy*
● *Data Protection Policy*
The above policies are available from the website

No recording of any kind by students is permitted during a Videoconference.

Recording during Video Conference Lessons is strictly prohibited and this prohibition includes capturing still images, video recording and audio recording by students of the lesson

Polite, patient and respectful behaviour is expected during the lessons – between students and between students and teachers.

Students should let other household members know before they connect to a Video Conference as they will need some space/quiet for a period of time.

 Pets can be a distraction if brought to a Video Conference, so students should leave them to enjoy other pet activities while they are at a Video Conference.
The Use of Headphones and a separate Microphone will assist in the quality of sound (this could be as simple as a pair of earphones that come with a smartphone that has a built in microphone) - but please note - this is not a requirement for joining a Video Conference.

SANCTIONS

Misuse of ICT and internet resources may result in disciplinary action, including written warnings, withdrawal of access privileges and, in extreme cases, suspension or expulsion.

The school also reserves the right to report any illegal activities to the appropriate authorities.

LEGISLATION

The school will make available, information on the following legislation relating to use of the Internet which teachers, students and parents should familiarise themselves with:

- Data Protection Act 2018

- http://www.irishstatutebook.ie/eli/2018/act/7/enacted/en/html
- Data Protection (Amendment) Act 2003
- Child Trafficking and Pornography Act 1998
- Interception Act 1993
- Video Recordings Act 1989
- The Data Protection Act 1988

SUPPORT STRUCTURES

Where appropriate, the school will inform students and parents of key support structures and organisations that deal with illegal material or harmful use of the Internet.

Bishop McEgan College has adopted the *Child Protection Procedures for Primary and Post Primary Schools* as part of its child protection policy. This policy has been made

available to the Parents' Association and is available to all parents on request.

DESIGNATED LIAISON PERSON (DLP)   Ms. Patricia Lynam (Principal)

DEPUTY LIAISON PERSON   Ms. Margaret Corkery (Deputy) **PERMISSION FORM TEMPLATE**

Please review the attached school Internet Acceptable Use Policy, sign and return this permission form to the Principal.

Name of Student: _____

Class/Year: _____

Student
I agree to follow the school's Acceptable Usage Policy on the use of the internet. I will use the internet in a responsible way and obey all the rules explained to me by the school.

Student Signature: _____   Date: _____

Parent/Guardian

As the parent or legal guardian of the above student, I have read the Acceptable Use Policy and grant permission for my son or the child in my care to access the internet. I understand that internet access is intended for educational purposes. I also understand that every reasonable precaution has been taken by the school to provide for online safety but the school cannot be held responsible if students access unsuitable websites.

I accept the above paragraph ☐   **I do not accept the above paragraph** ☐
(Please tick as appropriate)

In relation to the school website, I hereby grant permission to management of Bishop McEgan College to publish content and photographs which refer to/include my son if the school considers it appropriate.

Parent/Guardian Signature: _____ Date: _____

Approval

This policy has been approved by Bishop McEgan College Board of Management.

Signed: _____   Date: _____

Chairperson, Board of Management

Appendix 3

Summary of SSE Targets 2018-2021

Literacy

1. Improve student's disposition to spoken language through presentation and research skills
2. To make sure that every student achieves at least in line with expectations in their oral presentations for subjects including English, Irish, Business Studies and Science
3. Increase uptake of higher level English at senior cycle to 33% (rolling average over three years, to be reviewed and updated as required)

Numeracy

1. To improve learner attitude towards Numeracy.
2. To increase the % of students doing higher level Junior Certificate Maths to 40% for the 2018- 2021 cycle from 35% in previous cycle.

Attainment

1. Increase the number of students in each year group doing at least one higher level subject from 93%-95%

2. To maintain the number of students attaining fewer than 160 credits in the LCA programme

3. All students reach their potential in relation to their CAT tests and personal expectations

Progression & Transition

1. To maintain the percentage of students progressing to further education at 90%
2. No more than 10% of the leaving cert class will go into direct employment
3. To reduce the number of students dropping out of college in 1st year

Attendance

1. Increase the number of 1st year students to have 10 or less days absent from 59 % to 70% per year rolling average. (Previous target 85% was not met and 2016/17 only had 59% <10 days)
2. Decrease the number of students who are absent 20 days or more to 15% per class per year rolling average.
3. Maintain the LCA attendance criteria of 90% per year

Retention

1. Maintain the current 100% Junior Cycle retention rate
2. Increase the average retention rate at Senior Cycle from 95% to 97%, excluding students who have relocated, transferred to another school or left the state.
3. Increase the uptake of LCA to a min of 10 students per LCA cycle

Partnership with Parents

1. To improve the number of parents attending PTM at Junior Cycle from 93% in 2017/18 to a rolling average over 3 years of 95%

2. To improve the number of parents attending PTM at Senior Cycle from 57% in 2017/18 to a rolling average over 3 years of 75%
3. To improve the number of parents participating in literacy and numeracy activities, information meetings and courses etc
4. To encourage parents to become more aware of holistic education, mindfulness as well as academic attainment

Partnership with Others

1. Continue to develop strong links between NEPS/ HSE/CAMHS to ensure students welfare is being monitored
2. Maintain close links with EWO to monitor attendance
3. HSCL to continue to roll out literacy and numeracy programmes with local feeder primary schools