

Maria Regina College Dun Manuel Attard Wardija Resource Centre

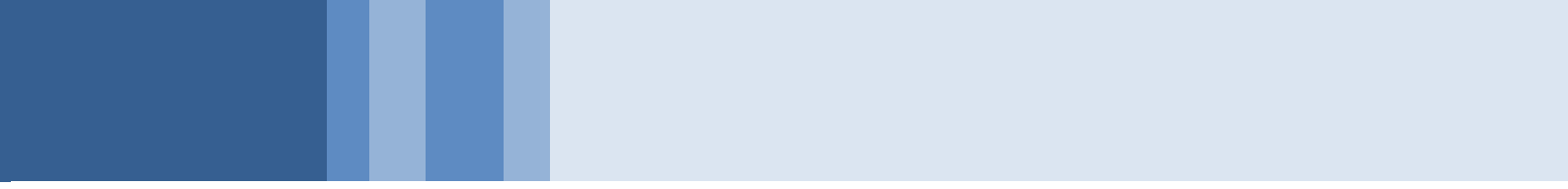
Internal Review

Scholastic Year

20 **2015** / 20 2016

School Contact Details

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The School Vision and Mission

School Vision

"We aim to be agents of change which leaves positive results and through our educational practices we will establish ourselves as the educational leaders in the area".

Mission Statement

"We, the administration, teachers and LSAs aim to provide through respect and with everyone's responsibility, the best holistic educational experiences which meet the needs of our learners in order to empower their independence, develop their talents and achieve their full potential so to be able to adapt and adjust to a diverse and ever changing society."

Motto

"In the best interest of our learners."



Table 1: Learner Data (latest updates)

Staff information					
	~ Total number	New Staff		Total number	New Staff
No of Assistant Heads	1		No of health and safety teachers	0	
No of Heads of Department	0		No of learning support zone staff	0	
No of regular (excluding shared) teachers *	17		No of LSAs	24	
No of regular shared teachers	0		No SLSAs	15	3
No of supply (excluding shared) teachers	0		No of Laboratory Technicians	0	
No of supply shared teachers	0		No of Clerical Staff	1	
No of teacher librarians	0		No of Minor Staff	2	
No of guidance teachers	0		KGA	4	
Number of staff members requesting a transfer at the end of the previous year				2	

~ The total number of staff includes the number of staff new to the school.

* This includes teachers with other responsibilities mentioned elsewhere in this table.



Table 2: Staff Data

External support staff rendering service in the school			
	Total number		Total number
Career advisor		Anti-bullying teacher	0
College precincts officer	1	Anti-substance abuse teacher	0
Counsellor	1	Occupational therapist	0
Educational psychologist	1	Other: (please specify)	
INCO	0	Peripatetic teachers (e.g. hearing impaired)	0
Prefect of discipline	0	Resource worker	1
Psychotherapist	0	SEBD specialist	0
Social support worker	0	Speech pathologist	1
Social worker			
Youth worker			

Table 3: External support Staff Data



Facilities and Initiatives			
Art Room	1	Accessibility to learners with special needs	Yes
Biology Lab	0	Comenius project	
Chapel	0	Green Flag	✓
Chemistry Lab	0	Health and Safety risk assessment	✓
Computer Labs	1	Internet accessibility throughout the school	✓
Food/HE /Technology Lab	0	Potable water availability	
Guidance Room	0	School Behaviour Policy	✓
Learning Zone	0	School Council	✓
Offices for SMT	2	School Dress Code	✓
Play Grounds	1	School evacuation plan	✓
PSD Rooms	0	School Handbook	✓
Resource Room/Stores	1	School Magazine	✓
School Gym	1	School Newsletter	
School Hall	1	School Website	✓
School Library	1	Students' clubs	
Science/Physics Lab	0	Students' Council	✓
Secretary Office	1	Teacher welfare committee	
Staff Rooms	1	Time allocated for departmental meetings	✓
Technical Design Room	0		
Tuck Shop / Canteen	1		

Table 4: School Facilities and Initiatives: tick or insert amount as appropriate, add if necessary. Kindly indicate with * the rooms used for more than one purpose



School evaluation and development processes

SDP Meetings timeline 2015_-2016	Date	Topic
Term 1 – 2 hour Meeting during school hours	27/11/15 (Full day)	Green Activities/ ETC opportunities for our learners
Term 2 – 2 hour Meeting during school hours	26/02/16 (Full day)	Child safety awareness/PSCD - sexuality
Term 3 – 2 hour Meeting during school hours	13/05/16 (Full day)	Internal Review/ AED training/ XL Proramme/ Employee Support Programme/Action Plans for scholastic year 2016-2017
Term 3 – Full Day Meeting		

Table 7: SDP meetings

CPD timeline 2015-2016	Date	Topic
Term 1 – 2 hours after school hours	27/11/15 (Full day)	Staff Support Services
Term 2 – 2 hours after school hours	26/02/16 (Full day)	AED training
Term 3 – 2 hours after school hours	13/05/16 (Full day)	Employee Support Programme
Alternative CPD		

Table 8: CPD sessions

School Initiatives and resources used for School Development Planning 2015 -2016			
Virtual Learning Platform [e.g. Fronter]		Newsletters	
E Surveys		Circulars	
Regular group meetings	✓	Email/group mail	
Questionnaires	✓	Web site	
Parental meetings	✓	Assemblies	✓
Open Days			
Focus groups	✓		

Table 9: School Initiatives and resources used for School Development Planning

Add comments on the implementation process of the School Development Plan 2015-2016

Interviews by phone were held with parents.

Questionnaires were distributed to staff.

Some students were interviewed.



Summary of Internal Evaluation 2015-2016

Learners

Questionnaires Distributed - 12

Response Rate [%] – 100%

Parents

Questionnaires Distributed : 25

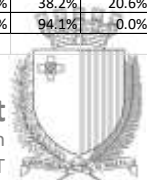
Response Rate [%] – 90%

Staff

Questionnaires Distributed: 46

Response Rate [%] – 85%

Students questionnaire	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Not Applicable	Strength	Weakness
	The Head and Assistant Head know me personally.	76.9%	23.1%	0.0%	0.0%	0.0%	0.0%	100.0%
The school organises various activities.	61.5%	38.5%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
I am given the opportunity to participate in activities organised by the school.	69.2%	30.8%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
I like the way my class has been decorated.	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
All learners are given the opportunity to participate actively in the lesson.	84.6%	15.4%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
The teacher makes lesson interesting by using different resources.	92.3%	7.7%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
The teacher asks us questions to see what we have understood.	69.2%	30.8%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
The teacher teaches me in a way I understand.	53.8%	46.2%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
The teacher tells me how to better my work.	46.2%	38.5%	15.4%	0.0%	0.0%	0.0%	84.6%	0.0%
I feel confident to ask Learning Support Assistant [LSA] if I have a difficulty.	92.3%	7.7%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
I am praised when I do well.	76.9%	23.1%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
I feel happy at school.	84.6%	15.4%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
My parents are informed regularly of what I am doing in school.	76.9%	23.1%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
I benefit very much from work exposure sessions.	76.9%	15.4%	0.0%	0.0%	0.0%	7.7%	92.3%	0.0%
The outings organized by the school are very interesting.	69.2%	30.8%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Parents questionnaire	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Not Applicable	Strength	Weakness
The Head and Assistant Heads are available to listen to my concerns.	85.7%	9.5%	0.0%	4.8%	0.0%	0.0%	95.2%	4.8%
The Head and Assistant Heads organise regular meetings that are relevant for me as a person.	61.9%	28.6%	9.5%	0.0%	0.0%	0.0%	90.5%	0.0%
I have sufficient opportunities to communicate with the Head and Assistant Heads.	90.5%	9.5%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
The Head and Assistant Heads communicate effectively with me.	85.7%	4.8%	9.5%	0.0%	0.0%	0.0%	90.5%	0.0%
Existing school policies are effective.	81.0%	19.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
The school supports learners in developing their full potential.	76.2%	19.0%	4.8%	0.0%	0.0%	0.0%	95.2%	0.0%
The school enhances learning through co-curricular activities.	85.7%	14.3%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
The school promotes confidence and self-esteem of learners.	81.0%	9.5%	9.5%	0.0%	0.0%	0.0%	90.5%	0.0%
The school encourages respect among parents.	76.2%	23.8%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
I regularly follow my child's educational progress.	90.5%	9.5%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Parents readily cooperate with the school.	14.3%	19.0%	47.6%	19.0%	0.0%	0.0%	33.3%	19.0%
I regularly attend parents' day.	81.0%	4.8%	4.8%	9.5%	0.0%	0.0%	85.7%	9.5%
I am invited to take part in school initiatives.	90.5%	9.5%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
I regularly take part in school initiatives.	42.9%	33.3%	14.3%	9.5%	0.0%	0.0%	76.2%	9.5%
The school attends to problems I raise in a timely manner.	85.7%	14.3%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
I would recommend the school to other parents.	90.5%	9.5%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Staff questionnaire	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Not Applicable	Strength	Weakness
I would recommend the school to other parents.	44.1%	38.2%	8.8%	0.0%	8.8%	0.0%	82.4%	8.8%
I feel happy at school.	8.8%	52.9%	14.7%	11.8%	11.8%	0.0%	61.8%	23.5%
I feel fulfilled working in my school.	20.6%	38.2%	20.6%	8.8%	11.8%	0.0%	58.8%	20.6%
This year's team building activities strengthened team work.	17.6%	20.6%	41.2%	5.9%	14.7%	0.0%	38.2%	20.6%
Where possible, team building opportunities are to be carried out.	35.3%	41.2%	14.7%	2.9%	5.9%	0.0%	76.5%	8.8%
I am aware that the school has various teaching resources.	44.1%	55.9%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
I know where these teaching resources are stored.	29.4%	58.8%	8.8%	2.9%	0.0%	0.0%	88.2%	2.9%
I know the procedure in order to get such teaching resources at hand prior lessons.	32.4%	55.9%	11.8%	0.0%	0.0%	0.0%	88.2%	0.0%
I have my own teaching resources.	35.3%	52.9%	5.9%	5.9%	0.0%	0.0%	88.2%	5.9%
I find SMT class visits and observations very useful.	23.5%	50.0%	26.5%	0.0%	0.0%	0.0%	73.5%	0.0%
The school prospectus helps parents to better understand how we work.	23.5%	67.6%	2.9%	5.9%	0.0%	0.0%	91.2%	5.9%
Circle time can be improved.	20.6%	47.1%	26.5%	2.9%	0.0%	2.9%	67.6%	2.9%
More resources are needed in order to make Circle time more effective.	5.9%	32.4%	38.2%	20.6%	0.0%	2.9%	38.2%	20.6%
Students benefit from a well prepared Circle time.	23.5%	70.6%	5.9%	0.0%	0.0%	0.0%	94.1%	0.0%



Insert the outcomes, if any, that were derived from research methods other than the questionnaire.

- Assessment issues
- Issues related to sensory integration



SWOT analysis

This SWOT exercise is to be completed after the analysis of the internal evaluation process that may include questionnaires, focus groups, SMT meetings, staff meetings, parents’ meetings, student council meetings, etc. (N.B. Keep available a record of the outcomes.)

Table 22: Summary of SWOT derived from school self evaluation

SWOT ANALYSES

Strengths	Challenges
<ul style="list-style-type: none"> • I would recommend the school to other parents. • Where possible, team building opportunities are to be carried out. • I am aware that the school has various teaching resources. • I know where these teaching resources are stored. • I know the procedure in order to get such teaching resources at hand prior lessons. • I have my own teaching resources. • I find SMT class visits and observations very useful. • The school prospectus helps parents to better understand how we work. • Students benefit from a well prepared Circle time. • We are innovative and flexible • Delegation of work which is aimed to increase leadership and pd. • I would recommend the school to other parents • Excellent teacher communication • Contact on FB • Staff listen to my concerns • RC is open for parents • Existing policies are effective • I feel happy at school • The school organizes various activities 	<ul style="list-style-type: none"> • I feel happy at school. • I feel fulfilled working in my school. • This year's team building activities aimed to strengthen team work. • Circle time can be improved. • More resources are needed in order to make Circle time more effective. • Collegiality and support • Prioritization



Opportunities	Threats
<ul style="list-style-type: none"> ● Involvement in projects – increasing our PD ● Components of training ● New t/t ● Building extension ● LOF and assessment ● Certification 	<ul style="list-style-type: none"> ● Other courses ● Ourselves ● Work load due to projects ● Transition of new students ● Output

Priority Development Target 1	Structuring an ideal Circle Time.
Priority Development Target 2	Making better use of resources in order to improve learning and teaching.
Priority Development Target 3	Including Sensory integration in our daily practices
Priority Development Target 4	Assessment for learning

