

Self-Evaluation Report 2018-2019

and

School Improvement Plan 2019-2020

Self-Evaluation Report and School Improvement Plan for Sept 2019 – May 2020

1. Introduction

1.1 Outcomes of the School Improvement Plan (SIP) 2018/2019

Literacy:

- Book in the Bag & Drop Everything and Read continued to be promoted. The initiatives for the year were the installation of a Re(a)d Wall to encourage reading for enjoyment and the provision of a Drop Box of Books for the whole school community.

Numeracy:

- Monitoring test results in fraction form, the attendance at the problem-solving club (along with Countdown at lunch), promotion of numeracy rich environment and graphing of test results in journals are working very effectively and now embedded in Teaching and Learning

AFL:

- The use of learning intentions, exit tickets, and higher order questioning were promoted to enhance teaching and learning.

ICT:

- Cycle 2 of tablets was rolled out amongst interested staff members. 18 tablets in total were added to the staff team. Challenges were encountered and a buddy system was introduced to meet staff training needs.
- Tech Team were identified and created amongst Transition Year students. TY Team were trained to care for the two trollies of Microsoft Surface Pro devices that were introduced to the school. On average 500 tablets were used weekly by teachers in their classrooms to improve learning and teaching. However, with experience and reflection further training and fine tuning was required during the year to improve the processes introduced.
- TY Tech Team completed an end of year survey providing valuable feedback on how to make improvements to the incoming TY Tech Team for academic year 2019-2020.
- Refer to Digital Learning Plan (2019-2020)

1.2 The focus of this evaluation

Self-evaluation of teaching and learning was carried out during the period September 2018 to May 2019. The following aspects of teaching and learning were evaluated:

Numeracy:

The number of students receiving tests back in fraction form, the uptake in attendance to Problem Solving Club and graphing results in students' diaries.

AFL:

The use of learning intentions, exit tickets and higher order questions to enhance teaching and learning.

ICT:

To use Digital Technologies to further enhance teaching and learning

Literacy:

Subject departments continued to compile and display agreed key words in classrooms. The Book in the Bag initiative was particularly encouraged at junior level. Drop Everything & Read (DEAR) was carried out twice on a whole school basis during the year. A Swap Box was introduced for students and staff.

2. Findings

2.1 This is effective / very effective practice in our school

List the main strengths of the school in teaching and learning.

Numeracy: very effective

AFL: Very effective

Literacy: Very effective.

2.2. This is how we know

List the evidence sources. Refer to pupils' dispositions, attainment, knowledge and skills.

Numeracy:

100% of students surveyed continue to receive class tests back in fraction form in some or all classes and had the opportunity to calculate their own class test result to percentage. When giving a percentage problem to calculate in fraction form, 96% of students answered correctly an increase of 9% from 2016/2017. On average, over 50 tasks were attempted at each problem-solving club meeting, similarly, Countdown in School Social Area attracted students from 1st to 6th year. Scoil Mhuire came 1st and 3rd in the IJMC. Scoil Mhuire continues to promote Higher Level Maths attainment above the national norm for both JC and LC. Based on National figures (female candidates June 2018), 62% of female students nationally sat higher level maths compared to 79% of Scoil Mhuire students. With regard to the Leaving Cert, 33% of female students nationally sat higher level maths compared to 40% of Scoil Mhuire students. Numeracy Wall has been used by different subject departments, thus showing evidence of cross curricular activities in promoting mathematical applications.

AFL:

Very positive feedback was received from both staff and students and a senior inspector from the Department of Education and Skills (see Follow-through WSE/MLL Inspection September 2018) in relation to sharing learning intentions and overall it is thought that this strategy, with the provision of additional whiteboards, improved teaching and learning in the school.

ICT:

All teachers are using VSware successfully to record and amend attendance. Report from Senior DES Inspector noted the very positive progress in sharing teachers expertise in developing ICT Learning & Teaching (see Follow-through WSE/MLL inspection September 2018).

Literacy:

Two DEAR events were held during the school year. Two editions of a Student Magazine were compiled and circulated during the year. The subject key words are displayed in classrooms throughout the school. A spot check of second year students carried out on 8.10.18 revealed 71% of students had packed their book in the bag. The Swap Box has become a Little Free Library area, situated beside the Read Wall.

2.3 This is what we are going to focus on to improve our practice further

Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.

Numeracy:

- Continue to monitor if students are receiving tests back in fraction
- Improve teacher knowledge and understanding of patterns in specific subject areas
- Continue to promote a numeracy Rich Environment throughout the school, including the use of the dedicated “numeracy wall” for all subjects
- Increase the awareness among students of Problem-Solving Club (and Countdown) and aim to increase the number of students attending regularly, monitor through recording student attendance
- To further embed patterns - students encouraged to record test results through graphs in student journal, extending to other subjects

AFL:

- Continue to promote all three AFL strategies (use of learning intentions, exit cards, and higher-order questioning), among teachers and students.
- Improve teacher knowledge and understanding of AFL strategies where required.

ICT:

- refer to school Digital Learning Plan for 2018 onwards

Literacy:

- Continue to promote a literacy rich environment by monitoring the displays of key words in classrooms.
- Survey staff and students on the efficacy of the Book in the Bag and DEAR initiatives.
- Implement 2 DEAR events during the school calendar

3. Our improvement plan

On the next page we have recorded:

The **targets** for improvement we have set

The **actions** we will implement to achieve these

Who is responsible for implementing, monitoring and reviewing our improvement plan

How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

The **progress** made, and **adjustments** made, and **when**

Achievement of targets (original and modified), and **when**

Sept 2019 to May 2020

IMPROVEMENT PLAN CO-ORDINATOR:

TARGETS

Numeracy:

- Student attitude and confidence with dealing with fractions (associated with problem solving) will improve
- Student attainment in Mathematics in State Examinations to be on par with the national norm

AFL:

- Continue to incorporate effective AFL strategies to support teaching and learning, in particular, the sharing of learning intentions, use of exit tickets and open-ended questions.
- Improve teacher knowledge of AFL strategies where required.

Digital Technology:

- Refer to Digital Learning Plan 2018/2019

Literacy:

- Increase uptake of Book in the Bag among junior cycle students
- Continue to implement DEAR initiative, thereby embedding the practice of encouraging whole school engagement with literacy.
- Set up focus group of second, third and transition years to monitor student attitudes to literacy initiatives.

LAOS Document – Learner Outcomes:

Standard: **Students enjoy their learning, are motivated to learn and expect to achieve as learners. Students see themselves as learners and demonstrate this in their positive and reflective approach to homework.**

ACTIONS

Who?

Numeracy:

1. Continue to monitor if students are receiving tests back in fraction form
2. Improve teacher knowledge and understanding of patterns in specific subject areas
3. Continue to promote a Numeracy Rich Environment throughout the school, including the use of the dedicated “numeracy wall” for all subjects
4. Increase the awareness among students of “Problem Solving Club” (and Countdown) and aim to increase the number of students attending regularly
5. To further embed patterns - students encouraged to record test results through graphs in student journal
6. Regularly inform parents/guardians of Numeracy initiatives (e.g. School website)
7. Increase awareness and celebration of Maths Week
8. Teachers will encourage student participation in National Mathematics competitions
9. Increase cross-curricular co-operation in promoting Mathematical applications and concepts

AFL:

1. Continue to promote and encourage the sharing of learning intentions at the beginning of each lesson and encourage teachers to return to these at the end of class also.
2. Continue to promote the use of higher-order questions to support differentiation in the classroom.
3. Continue to encourage the use of exit tickets to inform teaching.
4. Improve teacher knowledge of further AFL strategies that can be used to support teaching and learning.

Digital Technology:

1. Refer to Digital Learning Plan 2018-2019

Led by Numeracy Core Team

All Teachers led by Numeracy Core Team

All Teachers

Senior Management and Numeracy Core Team

All teachers and Mathematics Department.

AFL Core Team

All teachers

Lead by Digital Framework Core Team

<p>Literacy:</p> <ol style="list-style-type: none"> 1. Continue to monitor the display of Key Words in subject classrooms 2. Expand promotion of Book in the Bag initiative 3. Continue to promote DEAR on whole school basis 4. Use focus group of students to inform planning of literacy initiatives <p>Laos Document: Domain 1 – Learner Outcomes</p> <ol style="list-style-type: none"> 1. To promote a reflective approach to homework. 2. Following the selection of our new domain, we explored homework strategies at a whole staff level and through consultation with subject departments with a view to promoting department homework strategies in the upcoming academic year. 3. Subject Departments had the flexibility to implemented homework strategies that best suited their subject. (Lorcan O’C PDST school visit) 	<p>Student Focus Group</p> <p>SSE Team</p> <p>All teachers</p> <p>Literacy team</p> <p>Year heads and teaching staff</p> <p>Literacy team, with PME staff</p>
--	---

<p>MONITORING:</p> <ul style="list-style-type: none"> • Regular monitoring throughout the year by students, teachers, parents and the SSE Team. 	<p>Whole Staff / Co-ordinator Principal</p> <p>Relevant Teachers</p> <p>Class Teachers</p> <p>Students and Parents</p>
---	--

<p>EVALUATION APPROACH:</p> <p>Numeracy:</p> <ul style="list-style-type: none"> • The number of students having difficulty with problem solving (especially with the use of fractions) will decrease • Achieving Mathematical grades that are in line with the national norm <p>Literacy:</p> <ul style="list-style-type: none"> • Junior cycle students will increase uptake of Book in the Bag • Continue to implement DEAR initiative, thereby embedding the practice of encouraging whole school engagement with literacy. • Word of the Week will be displayed on monitors and Read Wall while teachers will be encouraged to refer to the displayed words as a measure to enhance literacy. <p>AFL</p> <ul style="list-style-type: none"> • Continue to promote and encourage the sharing of learning intentions at the beginning of each lesson and encourage teachers to return to these at the end of class also. • Continue to promote the use of higher-order questions to support differentiation in the classroom. • Continue to encourage the use of exit tickets to inform teaching. • Improve teacher knowledge of further AFL strategies that can be used to support teaching and learning. <p>Digital Technology</p> <ul style="list-style-type: none"> • Refer to Digital Learning Plan 	<p>EVALUATION TOOLS:</p> <ul style="list-style-type: none"> • Questionnaires • Surveys (Parents / Teachers / Students) • Focus Groups • Observation • Group discussion in class <ul style="list-style-type: none"> • Questionnaires • Surveys (Parents / Teachers / Students) • Focus Groups • Observation • Group discussion in class <ul style="list-style-type: none"> • Questionnaires • Survey (Staff) • Presentation to whole staff • Department discussions

<p>Laos Document: Domain 1 – Learner Outcomes</p> <ul style="list-style-type: none"> • Staff consultation • Student consultation 	
--	--

<p>NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS:</p> <ul style="list-style-type: none"> • 				
	Yes		No	
	Yes		No	
	Yes		No	

