



## **OUR SELF -EVALUATION REPORT AND IMPROVEMENT PLAN 2021/22**

**In the last year, we have looked at teaching and learning in our school to find out what we are doing well. This is what we have discovered.**

The school examined the effectiveness of the whole school strategies which have been implemented in the four strands which were selected for school improvement in previous years. The strands are Literacy, Numeracy, ICT / Technology and Assessment for learning (AFL)

### Literacy

- The classrooms are a literacy rich environment where there are word banks displayed for each subject area. Teachers inform students of key words in relation to topics which are being studied.
- Reading for leisure and independent reading is encouraged in the school, using the little library and whole school initiatives of Drop Everything and Read (DEAR) which occurs twice during the year.
- The use of the READ board is also promoted by teachers allowing students to display literacy works, interesting articles, samples of their written work and recommended reading materials.
- Parents are aware of the literacy initiatives in the school and encourage their daughters to read by purchasing books or visiting the library.

### Numeracy

- Teacher and students are aware of the various numeracy initiatives which are implemented in the school. Some students felt that the initiatives helped their numeracy skills
- There was evidence that there is a cross link between numeracy and patterns in various subjects and Maths.
- Test results are handed back to students in fraction form and students have calculated the percentage which they have received. There is evidence that this has helped students understand percentages

## ICT

- Microsoft Office is the ICT system used in Scoil Mhuire. Most teachers and students have indicated that they are confident using OneDrive and Microsoft Teams. Some teachers are using OneNote with their class groups.
- Parents have also indicated that their daughters are comfortable using the schools Microsoft system.
- Regarding Cyber security, the students and parent survey indicates that most students understand the importance of creating and using passwords. It also indicated that students felt confident in differentiating between reliable and unreliable sources of information when completing research online.
- The survey also indicated that there is a need for more training in ICT skills, particularly One Note.
- Teachers indicated that there is a need to use technology to support SEN students and that more training in a variety of ICT methods would be necessary.

## Assessment for learning

- A variety of Assessment for Learning strategies were used in the classroom throughout the year. Teachers and students indicated that the use of white boards and traffic lights in the student journal were the most popular used. Some AFL digital apps such as Padlet and Quizlet were also used to gain feedback in the classroom.

Parents are most familiar with written reports and parent /teacher meetings as a means of receiving feedback. The surveys did indicate that some parents are familiar with other AFL strategies being used in the classroom.

## Differentiation

- Teachers continued to differentiate Learning Intentions at the beginning of class and the survey indicated that over half the teachers allocated homework using the differential Homework coloured boards.
- The students also indicated that they were familiar with the differential colour coded boards. However, some students don't understand the reason for their use.

## Other areas of improvement

- Lunchtime activities were organised by the schools so that students could socialise and enhance their wellbeing at lunch breaks.
- Activities included a craft club, history club, stand up club, gardening club, as well as various sporting activities.

### **This is what we did to find out what we were doing well and what we could do better:**

- SSE Team meetings were held throughout the year, where the different strategies in each strand were discussed in relation to their effectiveness and if improvements could be made.
- The school obtained the information through a variety of methods, the primary one being the use of MS Form questionnaire / surveys. There were three surveys carried out throughout the year in order to determine the teaching and learning strategies which were being used in the classroom and their effectiveness. (1) Teacher questionnaire (2) Student questionnaire and (3) Parent /Guardian questionnaire
- A focus group with the student council was also held in December 2021. However, there wasn't enough time to discuss teaching and learning effectively due to time constraints.
- SSE presentations were held at staff meetings and staff feedback was welcomed.

### **This is what we are going to work on**

- The existing strategies in SSE strands such as Literacy, Numeracy, ICT and Assessment for Learning will continue to be embedded into teaching and learning in Scoil Mhuire.
- Bookshelves will be installed in each classroom so that a mini library will be established in each classroom. This will continue to improve literacy skills in the school.
- Continual staff training will be required for teachers on the use of OneNote and also on the use of technology for students with SEN.
- Differentiation in Homework and the use of the colour coded differentiation boards require further discussion with staff, so that they are easier to use and plan for.
- Scoil Mhuire will look at other areas of the school community which may require improvements

### **Parents/ Guardians can support teaching and learning in Scoil Mhuire by**

- Encouraging students to continue to read in order to increase literacy.
- Support daughters with their ICT skills regarding changing passwords and heighten their awareness of cyberbullying.
- Encourage numeracy skills in the home by encouraging the student to weigh and measure items, being aware of prices and how to manage money as well as being aware of patterns on items.

**Here is some 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 **166 school days** each year, and a **28-hour school week**.

This year we had 166 school days, from 26/08/2021 to 03/06/ 2022. 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. YES

The Department sets out arrangements for **parent/teacher meetings and staff meetings**.

This year we had 2 parent/teacher meetings due to covid 19 pandemic and 11 staff meetings, all in line with the Department's regulations.

***Looking after the children in our school***

The Department requires schools to follow the *Child Protection Procedures* it has set down.

Our board of management has agreed in writing to do this. YES

All teachers know about the *Procedures*, and we have told all parents about them and how we follow them. YES

Our Designated Liaison Person (DLP) is Ms Jacqueline Maher

and our Deputy DLP is Ms Celine Nulty

***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. YES

We reviewed our admissions policy on: 16/09/2021

We keep accurate attendance records and report them as required. YES

We encourage high attendance in line with our attendance policy

***Positive behaviour for a happy school***

The Department requires schools to have a code of behaviour and asks us to consult parents and students about it. We do this. YES

Our code of behaviour describes and supports positive behaviour. YES

We have a very clear and high-profile anti-bullying policy in our school. YES