**School Self-Evaluation Reports and School Improvement plans**

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**School Self-Evaluation**

School self-evaluation is a collaborative, inclusive, reflective process of internal school review. It is an evidence-based approach which involves gathering information from a range of sources and making judgements with a view to bringing about improvements in students’ learning.



[*PHASE 1*](http://www.dlsmacroom.ie/schoolselfevaluation.htm)

**Topic 1: Numeracy and Literacy (2014-2018)**

The National Literacy and Numeracy Strategy launched by the Department of Education aims to create “a whole school commitment to achieve change and improvement” in literacy and numeracy. Each teacher is responsible for this new strategy in their individual subject areas.

In De La Salle, we have undertaken a number of initiatives to help develop our students’ literacy and numeracy skills, including paired maths and paired reading programs which, are student lead tutoring sessions. We have a dedicated numeracy and literacy committee comprised of teachers and students who have helped introduce a number of positive initiatives and have helped create numeracy and literacy rich classrooms and corridors within the school.

**Topic 2: Homework and Assessment (2014-2018)**

The development of continuous assessment was undertaken in Transition year and at Junior Cycle and this supported the Junior Certificate reform. There was an increased focus on organisation skills particularly for incoming first years in relation to their effective use of the journal for recording homework. The use of subject packs was also introduced.

[*PHASE 2*](http://www.dlsmacroom.ie/SSE2.htm)

**Topic 1: Learning Intentions and Success Criteria (2017-2021)**

The use of learning intentions and success criteria in each class was introduced to help provide students with a focus for each lesson. These learning intentions indicate what the student should know or be able to do by the end of the lesson. The success criteria outline the steps they must take to achieve these learning intentions. These ideas give each lesson a clear structure for both teachers and students and have had a positive impact on teaching and learning in the school.

**Topic 2: Study Skills (2018-2022)**

Study skills was selected for school self-evaluation to compliment topic 1 (learning intentions and success criteria) to ensure that their achievements in class were reinforced through their individual study. A focus group of 5th year students was developed to discuss positive study habits. Areas highlighted were:

* time management and organisation
* positive work environment
* self-motivation
* balance and well-being and
* different study techniques for different subjects.

This focus group carry out study skills workshops with all 1st and 2nd year students in September, before Christmas exams and before summer exams.

1. **School Self-Evaluation Report for Literacy**

**(2014- )**

**1. Introduction**

**1.1 The focus of the evaluation**

A school self-evaluation of teaching and learning in De La Salle College was undertaken during the period September 2014 to Dec 2014. During the evaluation, teaching and learning of literacy across all subjects was evaluated with focus as follows:

* **Literacy attainment of Junior Cert students.**

This is a report on the findings of the evaluation.

**1.2 School context**

De La Salle College Macroom is a catholic voluntary secondary school dedicated to maintaining the spiritual and educational values of Jean Baptiste de la Salle, the Patron Saint of teachers and founder of the De la Salle order. Even though the brothers no longer have an active role in the school, we remain committed to achievement in the academic, sporting and development spheres of life as begun by them in Macroom in 1933. The order relinquished control in 1991, however the school remains part of the De la Salle family of schools.

Currently the school caters for 320 students which include a number of students with special needs as well as students whose native language is not English.

The location of the school, in a quiet area away from the noise and bustle of the streets, leads to an atmosphere of peace and tranquillity that is conducive to effective learning. We had a WSE in September 2007.

The staff have broken up into three working groups.i.e. Literacy, Numeracy and Homework. We have tried to keep a broad subject representation within each group. Each group was responsible for evaluating the strengths and weaknesses within their area, estimating a base line from which all progress will be measured, bringing areas in need of improvement and future targets to the whole staff in order to get them signed off on and driving the improvement process in their area.

**2. The findings**

* Having reviewed the state examination results we can conclude that in 2013 we are above average in the number of students that sat Higher Level English in their Junior Cert (National average for Higher Level take up was 72.4% and in DLS we had 87.5%).
* In 2013 we are on average with the number of students nationally who sit HL for Leaving Cert. Our Leaving Cert students achieved above the national average honours grades.
* In an attempt to focus on literacy we decided to review the data relating to the reading age of first years in 2013 and 2014. We felt this might be more specific and help us to identify a definite and precise area that we could focus on.[ Note: We have since reviewed the target group in light of the data presented by the SEN team on 2015 first year group.]
* We also asked the staff for subjective feedback on the current first and second year cohort from their observation.
* We spoke with the SEN team.
* Having reviewed the data provided by the GRT2 test results we concluded that approx 66% of students from the 2014 group are en par/above their chronological reading age.
* 17% of students are approximately a year behind their chronological age.
* 17% of students are between 2 and 4 years behind their chronological age.
* 17% of students were identified as target students who need intervention to improve their literacy.
* Having reviewed the data we concluded that in general 58% of students from the 2013 group are en par/above their chronological reading age.
* 14% of students out are approximately a year behind their chronological reading age.
* 26% of students are between two and four years behind their chronological reading age.
* In total we identified 15 students as target students who need intervention to improve their literacy.
* We concluded that because of the fact that more students need intervention in second year than first year and the fact that they are due to sit State exams in June 2016 that we would prioritise the second year group.
* However in September 2015, the SEN team approached the literacy group raising concerns about the 2015 first year class. As a group there are a large number of students who present with special educational and social needs and it was felt that they would benefit greatly from such a focussed intervention. This presented the literacy team with a challenge. Having thought about it, the group concluded that if we were to go ahead with the intervention as originally planned, it would mean transition year students working with current third year students. This would present its own challenge as there is not a significant age gap and may present more difficulties. Also, it is not best practice and would potentially negate what the aim of the intervention is in the first place. It was felt that the 2015 second year students did not present with the same degree of need as the first years, so we concluded that the paired reading programme would be rolled out to the 2015 first year group.
* When planning for the school year 2016/2017, having reviewed the success of the literacy intervention from the 2015/2016 school year, it was decided to continue implementing the literacy programme for incoming first year students. This was decided as the original second year group which raised concerns would now be beginning Junior Cycle studies and a break from classroom contact time could be detrimental to their success at junior cycle. Also, as highlighted in the findings of the report, many paired reading programmes are conducted in primary schools and so for many students who may have been targeted at primary level, this would not be such a new experience. Finally, the school was able to facilitate the timetabling of First Year students with Transition Year students for class period seven on a Tuesday. First year students were timetabled for non-exam subjects and Transition Years were timetabled for English. As the English teacher was also the literacy co-ordinator, this led to minimal disruption for students and the school community as a whole.

**Data from 2016/2017 first years**

In the 2016/2017 year group approx. 57% of students are performing on par with or above average. This is quite concerning as in the school year 2015/2017 approx 73% of students were performing on par/above average. This is a drop of 16%.

Furthermore, 13% of students had reading ages that ranged between two and four years behind their peers approximately

 In a few cases students are presenting on the autism spectrum and have significant social needs and so it was felt that the programme would benefit these students from a social perspective.

     This cohort has a mean reading age of +7 months.

* At least 8 students have been identified as needing significant help.
* In the whole year two students are 1 year behind their reading age – 3%
* Almost 20% are between 1 and 12 months behind their reading age.
* Also in whole group approx 13% are 2 to 4 years behind suggested reading age.

The literacy team felt that these students would benefit the most from the intervention particularly as a result of the relatively low average reading age. “Reading with someone encourages students to try reading materials that may be just above their normal reading level. Paired Reading can also be used to build oral skills so that reluctant readers can work toward reading in front of a large group.” ([www.jct.ie](http://www.jct.ie))

* From teacher observations spelling, grammar and punctuation were identified as an issue for all year groups irrespective of whether or not they were higher or ordinary level. The Literacy group felt that it was imperative that this issue be addressed across the board from first to sixth year. This can be done by teachers picking up mistakes during the marking process.



**First years 2016**

* Mean reading age is +7 months.
* Standard deviation is 23 months.
* Average deviation is 19 months.
* The range (highest reading age – lowest reading age) is 91 months

**3. Progress made on previously-identified targets improvement targets**

**De La Salle College Macroom**

**Report on Literacy Intervention**

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**Introduction**

A paired reading programme was run the in the college by the literacy team in April/ May 2016. It ran on Tuesdays and Thursdays for six weeks in room 10. The literacy intervention is part of our school improvement plan for literacy as part of School Self Evaluation.

Following this first initiative on the paired reading programme, it was decided that a paired reading programme would be run on Tuesday afternoons for 6 weeks in room 7. There would only be one paired reading class timetabled for 6 weeks, to facilitate the introduction of a paired maths programme, also run on Tuesday afternoons, based on the recommendations of the previous programme.

**Rationale for the literacy intervention:**

Having read and reviewed “Effective Interventions for Struggling Readers” published by National Educational and Psychological Service(<http://www.education.ie/en/Education-Staff/Information/NEPS-Literacy-Resource/neps_literacy_good_practice_guide.pdf>), the literacy team choose the relatively low-cost intervention of the paired reading programme, as there is evidence that peers can be effective in raising reading standards, both through co-operative learning and through peer tuition.

**Description of the Programme**

We looked at the document to define paired reading. Peer or paired reading is a well known approach. Broadly speaking, those who need help with reading are matched with a non-professional who assists by reading to the learner, reading alongside the learner and then listening to the learner read in a graduated system of support. There are various models or peer tutoring, including cross-age peer tutoring and class-based peer tutoring. Procedures for correcting errors and giving frequent praise are specified.

The paired reading programme is cost-effective in terms of teacher time, but needs on-going organisation, including the training of tutors, monitoring of progress, maintenance of the programme (for example monitoring attendance and trouble-shooting incompatible pairings). Logistical issues of time, space and suitable reading materials also need consideration.

According to the NEPS document short, intensive bursts of intervention, with daily, targeted support, appear to be more effective than longer term interventions. Therefore we decided to run the programme twice a week over a six week period. The evidence is that effective support for struggling readers usually involves one to one or small group tuition. A highly structured, systematic approach has been found to be the most effective. Student reading fluency is enhanced by reading and rereading familiar texts and reading aloud.

The Literacy team worked closely with the staff, in particular the numeracy team and put together a six week paired reading programme where fourth year students were trained as reading tutors and were paired with first year target students (tutees). The literacy team along with the tutors ran the programme once a week for six weeks in room 10 and the success of the project was celebrated in a ceremony where award certificates were distributed to the participants. Special mention was made to one particular tutee to commend his hard work, commitment and dedication. We held a ceremony and invited school management, class teachers, transition year coordinator and the literacy team. We had an “afternoon tea party” and the students were served by the teachers.

At the end of the block of intervention, the programme was evaluated, through teacher reflection, curriculum-based assessment, student feedback and importantly, records of student’s progress (using pre and post intervention measures).

**Facts and Findings**

Our key finding was that other members of the school community(apart from the SEN team), such as volunteers can deliver highly effective reading programmes, IF they are well trained and supported, and are following an evidence- based intervention.

In 2015/2016 school year the average participant made nine months progress in word reading and in reading comprehension over the period of the intervention (6 weeks of tuition).

In the year 2016/2017 the average progression was 3 months reading age over the 6 week tuition. However, outside factors must be considered when assessing these results. Where students had 2 paired reading sessions per week in the 2015/2016 programme, in the 2016/2017 programme only 1 session per week was assigned to the paired reading programme. Perhaps the decrease in tutor-tutee contact time may account for the drop in average progression.

As part of our measurable outcomes our aim was to achieve an increase in reading age of the target group by 5% over a three year period. We achieved an increase of on average **11.5%.**

**Conclusions**

1. The research into improvements in reading ages has shown improvements of an average of nine months per student. Each student improved on average 11.5%. Our original target was an improvement of 5% so we have surpassed our target by 6.5%.
2. Not all students demonstrated progression, in 3 cases students demonstrated a regression. In 2 of the 3 cases the students were submitted to the programme, not over concerns for their reading ability, rather for behavioural and social reasons. In both cases feedback from students reflected an enjoyable experience in the paired reading programme with one student noting he felt significantly more confident and the other revealing he now found it easier to concentrate in class. In the other case, the student in question was absent, due to illness, for a large period of time during the end of the paired reading cycle. He had just returned to school before the second assessment was conducted and was extremely nervous and self-conscious. In this case, external factors ought to be considered when analysing data.
3. The most vulnerable students improved the most according to test results which would indicate that those who need the programme most certainly do benefit from it.

Some improvements include students making progress from being 2 years behind the average reading age to being one year above average, an improvement of 39 months.

75% of students improved their reading ability overall ranging from 1 to 39 months.

1. In the evaluation, tutees reported they were generally reading more. They stayed on task longer. Their attitude to reading changed – they enjoyed it particularly when it wasn’t a struggle.
2. Their self-confidence improved visibly. Many of the students reported an improvement in confidence. The programme never became negatively labelled. The profile was very good and it became sought after. They were in no way inhibited or embarrassed about being involved - this was largely due to the positive, committed attitude of the tutors and the teachers. The younger students enjoyed the individual attention and developed good relationships with tutors. They found it to be a very enjoyable programme.
3. The insight by the tutors into teaching was appreciated. The time invested in discussing the importance of confidentiality paid off. No incidents came to our attention. They befriended their tutees and others in the group and it created a great atmosphere in the school. Tutors who had experience of reading difficulties themselves proved to be fantastic tutors. They knew what it felt like and were excited that they could have something to contribute and they gave it life. Indeed, some of them were amazed that they were chosen to be tutors because of their own struggle with reading. They expressed a more positive attitude to reading and came more aware of spelling patterns. They injected their own level of humour into the sessions. Overall, they responded to the responsibility magnificently. One particular tutor was commended in the ceremony for all his hard work and commitment with a SEN student. He went on to do work placement in a primary school and has developed a keen interest in working with students with special needs.

**Problems**

* Arose with absences of tutor/tutee
* Due to the nature of the Transition Year programme, there was a large break in the paired reading intervention at exactly the halfway mark. The result of this was that after the first three weeks of the programme, there was a three week break before the final 3 weeks of the paired reading programme were able to be continued. This was very disruptive to the progress of students as according to research by NEP’s, short intensive bursts are most effective for students. Completing 6 sessions over a 9 week programme was not conducive to intense, continuous learning opportunities.

**Developments/Recommendations**

* More staff involvement could be explored, particularly the first year class teachers. Involvement of more teachers, if possible, would ease supervision and spread the work load. There is a significant amount of administration and organisation required in running such an intervention so it would be hugely beneficial if there were more teachers involved.
* Completion of a book report by all first year students was introduced this year by all first year English teachers. Students were allowed to read a book of their choice for one class per week for a six week period outside of the paired reading scheme. Students then compiled a book report and presented this orally in class. The result of this is that all students in first year were afforded time to develop their reading, writing and oral literacy skills even if they were not invited to participate in the paired reading programme. This was highly successful and would be hugely beneficial to students going forward.
* There are paired reading in primary schools - and the schemes could be linked - through the home school community liaison or as part of the transition from primary to post primary programme.
* Prize giving would be very motivating and is possibly something that could be explored. This could be run in conjunction with the positive log competition for junior cycle students.
* We may need to consider how we choose students for involvement as tutees. It might be worth considering the inclusion of all students who have English as a second language. We need to decide whether it is on reading age alone that students are included or for a variety of reasons.ie SEN or social/emotional needs. In an ideal world the programme would be run with all fourth and first years being involved. This might alleviate supervision issues.

Tutors

* While there were some issues with a small number of tutors, overall they were very capable and took the programme very serious and were acutely aware of the welfare of their tutee. From the beginning they enjoyed the status of being tutor and could be heard telling fellow students or teachers of their role. A number of students would have excelled in their dealings with their tutee, promoting confidence and reading strategies and demonstrating a degree of maturity and awareness that is admired here at De La Salle.

Staff

* The teachers were hugely supportive with some volunteering to grade assessments and draw graphs to illustrate the data. Thank you to all involved. Particular thanks to the SEN department who worked closely with us on this intervention.

Management

A special mention must be made to the Management team who supported the project from the very beginning. Most notably the timetabling of first years with fourth years made running the project a lot easier. Thank you for your support and encouragement throughout.

Nicola Crowley

Literacy Coordinator

Attached appendix of graphs illustrating data from the literacy intervention

Paired reading data 2016/2017

**4. Summary of school self-evaluation findings**

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

* The school is performing above national norms with regard to English in the state certificate examinations.
* Many Junior Cert students perform well above average in relation to Literacy.

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

We propose to roll out a paired reading programme with the target second year group, with the help of the current transition year group.

**N.B.** This was reviewed following the review of the first year 2015 group. The literacy team decided to prioritise the 2015 first years in the paired reading programme based on need and age group. Originally as part of SSE, we carried out the data analysis in 2013/2014 and didn’t consider in the incoming first year group of 2015/2016. From a general perspective they appear to be a good group with approx 73% are on par/above their suggested reading age. However on closer examination there is a significant need. See data from 2015/2016 SSE literacy policy.

We will continue to implement a paired reading programme for all incoming first year students with an aim to increase the number of students in our school who are performing at or above average.

* We envisage an overall improvement in reading age from both groups of first years and fourth years. We are planning on carrying out the intervention in 2017/2018 and we will liaise with the transition year coordinator in the planning process. We would also like to assess the fourth year students who complete the paired reading programme. Although they are not the target group it may be beneficial to assess whether or not the intervention is mutually beneficial.
* Spelling ability of all classes. This will be assessed at the end of the programme by all subject teachers in their classes, by means of a spelling test. This will determine if there has been an improvement in spelling.
* Ensure mistakes are being picked up in students' work across all subjects: One strategy we've used to improve student literacy is asking all departments to mark writing for accuracy. Teachers were reminded and asked to highlight mistakes in work they marked, irrespective of the subject e.g. spelling and punctuation. The idea behind the approach is to flag how important accuracy is and make the point that clarity in writing will improve students' grades across all subjects. All teachers will help to raise awareness of the importance of literacy through marking for accuracy, making literacy every teacher’s responsibility.

**5. De La Salle College Macroom**

**School Improvement Plan for Literacy**

|  |  |
| --- | --- |
| Summary of main strengths as identified in last SSE in Dec 2014: | * The State Examinations Results for J.C.H.L. English were compared to the results achieved in DLS in 2013 and it was found that the school is performing above national norms with regard to English in the state certificate examinations(National average for Higher Level take up was 72.4% and in DLS we had 87.5%). * Many Junior Cert students perform well above average in relation to Literacy.   Note: we have since reviewed the target group in light of the data presented by the SEN team on 2015 first year group. |
| Summary of main areas requiring improvement as identified in last SSE in Dec 2014: | * We propose to roll out a paired reading programme with the target second year group with the help of the current transition year group. * Note: we have since reviewed the target group in light of the data presented by the SEN team on 2015 first year group. * We envisage a 5% overall improvement in reading age from both groups. We are planning on carrying out the intervention in Feb 2016 and we will liaise with the transition year coordinator in the planning process. * Spelling ability of all classes. * All teachers will help to raise awareness of the importance of literacy by reminding the classes of the importance of accuracy in spelling, grammar and punctuation. |
| Improvement Targets | * 5% increase in the reading age of the second year target group. * 5% increase in the spelling ability of all classes. |
| Required Actions | * Targeted paired reading programme * Spelling Programme which will include teaching of key word spellings in all subject areas. This initiative will be rolled out for one week. It will involve all subject teachers and all subjects. This can include a poster campaign, class tests, crosswords, literacy games, spelling maths and a De La Salle Spelling Bee for junior classes. |
| Persons Responsible | * Literacy Group * Targeted transition year students. * Individual subject teachers |
| Timeframe for action | * Sept2015-May 2018 |
| Success criteria/measurable outcomes | * Increase in reading age of target group by 5%. * Increase in spelling ability of all pupils within each subject area by 5%. |
| Review date | * May 2018 |

1. **School Self-Evaluation Report for Numeracy**

**Evaluation period: Sept 2014-present**

**1.Introduction**

**1.1 The focus of the evaluation**

A school self-evaluation of teaching and learning in De La Salle College was undertaken during the period September 2014 to Dec 2014. During the evaluation, teaching and learning of Numeracy across all subjects was evaluated in both an objective (incoming assessment tests, class test results, and standard numeracy tests) and subjective (teacher observation, peer discussion and student questionnaires) way with focus as follows:

* **Numeracy attainment of Junior Cert students.**

This is a report on the findings of the evaluation.

**1.2 School context**

De La Salle College Macroom is a catholic voluntary secondary school dedicated to maintaining the spiritual and educational values of Jean Baptiste de la Salle, the Patron Saint of teachers and founder of the De la Salle order. Currently the school caters for 320 students which include a number of students with special needs as well as students whose native language is not English.

The location of the school, in a quiet area away from the noise and bustle of the streets, leads to an atmosphere of peace and tranquillity that is conducive to effective learning. We had a WSE in September 2007.

The staff have broken up into three working groups.i.e. Literacy, Numeracy and Homework. We have tried to keep a broad subject representation within each group. Each group was responsible for evaluating the strengths and weaknesses within their area, estimating a base line from which all progress will be measured, bringing areas in need of improvement and future targets to the whole staff in order to get them signed off on and driving the improvement process in their area.

**2. The findings**

**2015/16**

1. 60% of pupils fell below 'concern grade' for age group in standard numeracy test.
2. 50% of pupils surveyed showed to actively like maths.
3. Pupil survey showed 70% of pupils tested think maths is important outside of school.
4. Average grades (class tests) for 5 subjects with a mathematical component in junior certificate, Maths, Business, Geography, Science and technology were reviewed. These were compared to national average and were on target.

**2016/17**

1. First year students completed a standard mathematical skills test in May 2016. The results of the skills test established that 46% of students fell below the average mark.
2. The skills test identified that 28% of students in the year group required intervention to improve their numeracy.

**3. Progress made on previously-identified targets improvement targets**

***2015/2016***

* Many class rooms have been greatly improved by creating a numeracy rich environment. Maths related posters were also displayed outside of the classrooms, on corridors and walls all over the school.There is some frustration however in the fact that we have to take all the posters down in most rooms at the end of each room as the rooms are needed for exam centres.
* The feedback from first year parents on the hand book we created to help them help their children with homework was very positive.
* Exam results suggested that the first years have a good knowledge of basic mathematical operations.
* Most teachers agreed that limiting the pupils use of the calculator improved their ability to do mental arithmetic.
* Most teachers agreed that giving out the results in fraction form instead of percentage form allowed the pupils an opportunity to focus on numeracy in a subject that they would not normally associate with numeracy. This proved to be a good starting point for teachers to introduce areas of their subject that needed a proficiency in numeracy, thus showing the students where maths is relevant in the world around them. This practice should be further developed as we progress with this numeracy plan.
* Overall it was felt that the pupils opinion of maths related subjects was positive and our overall aim of increasing their likeability of the subject by 5% seems well within grasp.

**2016/17**

Introduction

1. Having seen the success of the paired reading programme in 2015/16, it was decided that a **paired maths programme** would be piloted for the present first year group. Fourth year students were selected to act as tutors.
2. Further analysis was needed to identify the areas of maths that required most attention and the students that required most attention. A further skills test was prepared and students who were in the 28% group in May 2016 were retested in December 2016. The topics in the skills test in December 2016 were similar to those tested in May 2016. The results of the December 2016 skills test showed that 76% of the students had improved and the mean percentage improvement was 4.4%.
3. Based on the various results recorded in the skills tests carried out in May 2016 and December 2016 together with discussion with subject teachers, a total of 17 students were selected to take part in the paired maths programme. The full support of the parents/guardian of each student was given to allow students participate in the programme.
4. It was decided that the following topics would be covered in the paired maths programme:-
5. Order of Operations
6. Natural Numbers
7. Integers,
8. Fractions and
9. Decimals

* with an emphasis on the basic operations of addition, subtraction, multiplication and division, without the use of a calculator. This would ensure that the topics tested in May 2016 and December 2016 would be improved, while also attempting to improve new concepts introduced in the first half of first year.

1. Following research that was carried out from May 2016 to December 2016, a paired maths programme was introduced in January 2017. It was decided that the format of the programme would be as follows:

* A six week programme
* One 40 minute session, each week taking place on a Tuesday at 1:50pm in room 6.

The paired maths programme is part of our School Self Evaluation for numeracy.

Objectives:

1. Develop a model of best practice in the planning, designing and implementation of the paired maths programme.
2. Improve numeracy levels among students and enhance and expand their understanding of mathematics.
3. Investigate the effectiveness of paired maths programmes in developing more positive attitudes towards numeracy and maths among both first and fourth year students.
4. To promote social and personal development for all students involved.

Selection of first year students:

First year students were selected based on the information outlined in the findings section for 2016/17. A brief summary of the selection process is as follows:

1. Mathematical skills test in May 2016
2. Mathematical skills test in December 2016
3. Review of topic based class results
4. Discussion with subject teachers

Selection of fourth year students to act as tutors:

The selection of fourth year students was limited to those not involved with the drama programme which was taking place at the same times as the paired maths programme. Although this did not have an impact on the effectiveness of the programme, some fourth year students who expressed interest in acting as a tutor, did not have the opportunity to take part.

18 fourth years were selected to be tutors. This group was comprised of 9 higher level students and 9 ordinary level students. The paired maths committee decided that, although the mathematical objectives of the programme were tailored towards improving the basic skills of the first year students, all fourth years, both higher and ordinary, would also greatly benefit from the programme, from a mathematical and social development perspective.

Preparing Tutors

Before commencing the programme, the paired maths committee met with the fourth year students to outline their roles and responsibilities as tutors. They were given guidelines for the best approach in assisting the first year students, which included the following areas of focus:

* Patience
* Encouragement
* Discussion and questioning as areas of focus

It was emphasised that fourth years students were to act only as facilitators and provide guidance and that the responsibility for completing the tasks remained with the first years students.

Confidentiality was highlighted to all fourth year students as paramount to the success of the programme to ensure that all students involved could take part in the programme in a safe environment that would not be discussed in the general population of the school.

A member of the paired maths committee met with the fourth year tutors every Friday throughout the six week programme, in order to review the upcoming topics. A revision worksheet was given to each fourth year student to review over the weekend. This was followed up with another meeting each Monday to review any issues or problems they might have had with the particular topic for that week’s session.

Key Findings

* The mean result of the pre-test was 53.18% while the mean result after the paired maths programme was 62.76%, showing a mean increase of 9.58%.
* 100% of 1st year students said they found the programme helpful and that they would recommend the programme to any incoming first year student who had difficulties with maths.
* The atmosphere created in the classroom was fantastic with both 1st and 4th years committing to the programme. Teachers who were not members of the paired maths programme also got the opportunity to observe this dynamic and were very impressed with the attitudes of all involved.
* The social and personal development aspects of our objectives were also met, with clear positive interactions between tutors and 1st year students. As they became more comfortable in their new roles, the amount of work they completed increased. This was simply measured by the amount of activities that were given each day.
* The tutors were excellent throughout and there was no evidence of any incidents in relation to breaches of confidentiality. It was clear from the regular meetings with the tutors that the programme also refreshed and enhanced their understanding of the basic skills of mathematics, particularly for the tutors currently in ordinary level maths. Through explanations their mathematical literacy also improved.

Series1: Results before paired maths programme.

Series2: Results after paired maths programme.

Problems Encountered

* Absenteeism caused problems in relation to continuity of content and relationship development. This was particularly evident in the results obtained by one first year who missed 2 classes (1 third of the programme). Also, when tutors were missing, first year students were paired with a new tutor, requiring the development of new relationships, requiring more time that was already limited.
* Some tutors, particularly those taking ordinary level maths, found the mathematical content quite difficult at times, as it had been 3 yrs since they encountered these topics without the use of calculators. Although the refresher meeting did help, they still encountered problems.
* As with all classes, there was still great diversity and each student and tutor completed their tasks in different time periods, resulting in an overlap into the next session in some cases.

Recommendations

* Some of the problems outlined are time related issues. Although there was great success achieved in 6 sessions, the committee feels that any increase in the number of sessions would be greatly beneficial. It would reduce the impact of absenteeism and allow more time to accommodate the great diversity that exists within the group. Increasing the time may also allow a greater number of tutors to be involved.
* A number of fourth years who expressed an interest in the paired maths programme could not be involved as they were taking part in the drama which was operating at the same time. With this in mind we should explore the possibilities of arranging the paired maths programme at a different time of the year.
* If the paired maths programme ran in the first term it would avoid complications with the drama, promoting more involvement of fourth years. It would also allow us to develop students identified as in need of attention at an earlier stage in first year, avoiding them falling further behind, losing confidence and losing interest in maths.
* More time needs to be allocated to the preparation of the tutors. Although they understood their roles and responsibilities, they needed more classes on the content, to make them more proficient before tutoring the first years. This could be carried out at the same time and same venue in the weeks leading up to the start of the programme.

**2017/2018**

**Introduction**

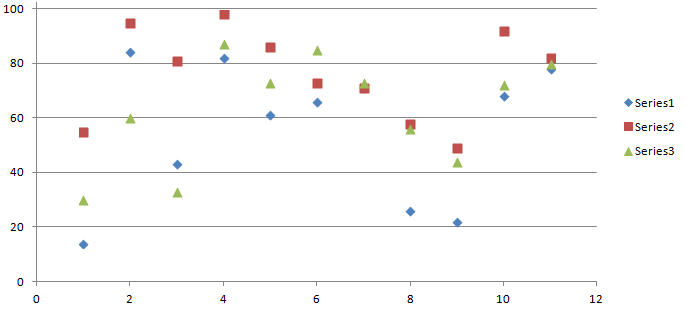
* Following the success of the paired maths programme in 2016/2017 the programme was continued into 2017/2018 with some of the recommendations implemented to try and improve the programme and its effectiveness in enhancing students’ mathematical ability.
* The numeracy committee, with the input of 1st year maths teachers agreed that bringing the programme forward to the second term (October to Christmas) would be more beneficial to the students and more successful in identifying and improving problem areas. By identifying these issues at an earlier stage in first year, the students would have a stronger platform to proceed into the more difficult areas of the course with a greater understanding and greater confidence in their ability.
* Changing the programme to the second term also allowed the committee to use the October midterm results along with the mathematical skills test taken in May 2017 to select the students to take part in the programme.
* Changing the programme to the second term allowed the committee to use a retest in December and the Christmas exams to analyse the effectiveness of the programme through two sets of results.
* Diversity in learning abilities was also taken into consideration when planning the programme with a greater number of resources available to all students over the course of the six week programme.

Selecting first year students

* The results of the mathematical skills test showed that 11 students fell below the average mark and these students were invited to take part in the programme with the permission of their parents.

Key Findings

* The mean result of the selected 1st years for the pre-test (midterm exam) was 55.9% while the mean result after the six week programme was 76.4% which is an average increase of 20.5%. The mean result for the Christmas exam was 63% which is an average increase of 7.1% from the midterm exam.
* Feedback from first year maths teachers was very positive stating that those students involved in the programme had shown signs of improvement both mathematically, socially and also showed greater confidence in their abilities.
* Fourth year students displayed great characteristics in their one on one interaction. They were patient, friendly, knowledgeable and they made the first year students feel at ease and comfortable in the paired maths environment.
* Changing the programme to the second term was a success in improving the students’ ability and preventing them from losing confidence in their ability in the subject.



Series 1: Midterm Results

Series 2: Post programme results

Series 3: Christmas Results

**4. Summary of school self-evaluation findings**

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

* 50% of first year students like maths and 70% of first year students think maths is important outside of school
* There is an awareness of numeracy among staff and all staff members are engaged in promoting numeracy through their subject areas.

All staff members are aware that numeracy is not just about maths and they try to relate numeracy to real life situations.

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

1. Improve the average grade for subjects with a mathematical component from 58% to 63%.
2. Creating a numeracy rich environment
3. Ensuring that first year students understand the language used in textbook, in particular terms.
4. Ensuring that students have a good knowledge of basic operations such as estimating and finding a percentage and do not rely on calculators.
5. To help first year students recognise and become more proficient with mathematical applications in all subjects which have a mathematical component.
6. To help students see the relevance of maths to their everyday lives outside the classroom. This can be done by highlighting examples of where you use maths in the real world on a daily basis. This in turn should help to improve the overall levels of Numeracy within the school.

**4.3 The following areas are prioritised for improvement for 2017/18**

1. Increase the average grade from 63% to 68%.
2. Increase the number of 1st year students continuing into higher level maths, from 77% to 82%.

**4.4 The following areas are prioritised for improvement for 2018/19**

* Increase the average grade from 68% to 70%.
* Increase the number of 1st year students continuing into higher level maths, from 84% to 85%.
* Increase the library of numeracy resources in all subjects.

**5. De La Salle College Macroom**

**School Improvement Plan for Numeracy**

|  |  |
| --- | --- |
| **Summary of main strengths as identified in last SSE in Dec 2014:**  **2016/17**  **2017/2018** | * 50% of first year students like maths and 70% of first year students believe maths is important in the real world outside of school. * There is an awareness of numeracy among staff and all staff members are engaged in promoting numeracy through their subject areas. * All staff members are aware that making numeracy relevant to the lives of the students is not the sole responsibility of the maths teachers and try to relate numeracy to real life situations within their subject area. Examples of this can be seen in the individual subject department files. * The six week paired maths programme was successful in achieving previously set out targets. * The paired maths programme was successful in improving students understanding and mathematical ability. There was an average increase of 20.5% after the paired maths programme and an average increase of 7.1% from midterm to Christmas which is an overall improvement from 2016/2017. * 84% of current second years are taking higher level maths which has exceeded our target of 82% set out for this year. * Through the use of technology our maths department has greatly improved our ability to share resources and collaborate on best teaching practice which in turn has exposed students to a variety of teaching methodologies and resources, thus increasing their understanding of mathematical concepts. |
| **Summary of main areas requiring improvement as identified in last SSE in Dec 2014:**  **2016-2018** | 1. Improve the average grade for subjects with a mathematical component from 58% to 63%. 2. Creating a numeracy rich environment. 3. Ensuring that first year students understand the language used in textbook, in particular terms. 4. Improve student’s ability to perform mental arithmetic within the areas of estimating and finding a percentage etc, which in turn will lessen their reliance on the use of calculators. 5. To help first year students recognise and become more proficient with mathematical applications in all subjects which have a mathematical component. 6. To help students see the relevance of maths to their everyday lives outside the classroom. This can be done by highlighting examples of where you use maths in the real world on a daily basis. This in turn should help to improve the overall levels of Numeracy within the school. 7. To emphasise the importance of a numeracy rich environment with all classrooms having visible examples for the students. 8. To promote the sharing of numeracy resources within subject departments. |
| **Improvement Targets:**  **Improvement Targets for 2017/18**  **Improvement targets for 2018/19** | 1. **Target 1** Increase the average grade for subjects with a mathematical component from 58% to 63% **Target 2** To increase the students positive perception of their mathematical ability from 50% to 55% and nurture their overall love of the subject. **Target 3** To improve the students ability to perform basic mathematical operations, e.g. estimation in other subjects. 2. **Target 1**   Increase the average grade from 63% to 68%.   1. **Target 2**   Increase the number of first years continuing into higher level from 77% to 82%.   * . **Target 1**   Increase the average first year grade to 70%.   * **Target 2**   To increase the number of 1st year students continuing into higher level 2nd year maths to 85%   * **Target 3**   To expand our mathematics library of resources on One Drive and to encourage to use of these resources in class.   * **Target 4**   To develop a numeracy folder for all subjects on one drive to encourage teachers of all subjects to upload useful numeracy resources that can be applied to their subject |
| **Required Actions**  **Required actions for 2017/18**  **Required actions for 2018/19** | **Strategies for Improvement**  **Target 1** 1. A definition of numeracy will be provided to each staff member. This will form part of their subject plan.  2. Each staff member with the help of their students will explore where numeracy occurs in their subject area.  3. Staff members will provide an explanation for mathematical operations and encourage the use of estimation where possible, limiting the use of calculators etc.  **Target 2** 1. When appropriates students will be made feel good about the work they do and the efforts they make. Constructive feedback will be given regarding homework.  2. Students will be helped to see the use of numeracy in other subject areas – e.g. measuring in Geography, weighing in Science etc.  3. Maths teachers in particular will endeavour to build the students’ self-esteem in the area of Maths and Numeracy through positive reinforcement and differentiated questioning strategies.  **Target 3** 1. Students will be encouraged to estimate answers before using a calculator.  2. When returning results of tests to students in all subject areas, a mark out of a total will be given. The student will be helped to work out the percentage themselves.  3. A handbook of ‘first year maths for parents’ will be developed and given to the parents in order to enable them to better help the students with their homework.   **Target 1 and 2**   1. All previous strategies for improvement outlined above will continue to be implemented. 2. Students will participate in an improved paired maths programme, based on the recommendations highlighted. 3. Teachers will collaborate on best practice and areas of difficulty for first year students transitioning from primary to secondary school. 4. All teachers will strive to have elements of numeracy included in their subject area including visible resources showing the relevance of numeracy in that subject. 5. Continue paired maths programme 6. Collaborate with all subject departments and set up numeracy folder of subject specific numeracy resources. |
| **Persons Responsible**  **2016-18** | * The Numeracy team will be responsible for encouraging all staff to take responsibility for improving numeracy within the school and their subject. They will collect the data in the same way as above and analyse in May 2016. * All staff members will be responsible for developing strategies within their own subject area for the purpose of achieving numeracy targets within that subject area as well as the broader numeracy targets. Such strategies can be seen in the individual subject department files. Teachers will provide feedback on the implementation of the targets throughout the year. * Going forward the numeracy team will maintain responsibility for encouraging all teachers in the school to promote numeracy within the school. * The numeracy committee will also continue the development and implementation of a successful paired maths programme. * The numeracy committee will work with the different subject departments to develop a library of numeracy rich resources relevant to their subjects. |
| **Timeframe for action** | Sept 2015 – June 2018 |
| **Success criteria/measurable outcomes** | * Increase test scores in subjects with a Mathematical component by 5%. * Increase the percentage of pupils in the school who have a positive opinion about Maths by 5%. * To improve the pupils ability to perform basic mathematical operations. * To improve pupils ability to recognise when to use appropriate mathematical operations within everyday life situations. * To show the students how relevant Numeracy is to their everyday lives, which in turn will motivate them to improve their numeracy skills and improve numeracy levels within the school in general. * To improve the percentage of students continuing into higher level maths. |
| **Review dates** | May 2018 and annually thereafter. |

**Numeracy and Literacy Report 2018-2019**

*Paired maths and paired reading programs*

* These programs have been very successful in achieving objectives set out on both a social and academic level in a safe, non-judgmental environment. They provide first year students the opportunity to improve their basic maths, reading and social skills by being paired up with a fourth year tutor.

*Developing a Numeracy and Literacy rich environment*

* A numeracy and literacy student group comprised of junior cycle students was formed and they carried out the following projects:
* Creation of sign posts displaying measurements and directions for the school corridors.
* Creation of signs for all subject specific classrooms
* Creation of number lines that are now displayed in all rooms where maths takes place.
* Creation of posters containing various action verbs used in the new Junior cert specifications. The aim is that as students move from class to class they will be exposed to different action verbs.
* These students showed great enthusiasm for the job which they carried out during lunch time over a 3 week period.
* As a result of their enthusiasm and maturity displayed, 3 students (1 first year student and 2 second year students) have been invited to become members of the numeracy and literacy committee. The committee is now composed of 5 teachers and 3 students.
* Students with high levels of numerical and mathematical ability have also been promoted by entering teams in the Pi Maths Quiz and Team Maths competition at junior and leaving cert respectively.

*Develop teacher practice*

* Teachers are encouraged to allow students calculate their own percentage on class test and assignments with aid of a poster displaying the method of calculation.
* Teachers with the input of students decide on a ‘word of the week’ that can be discussed with all classes during the week, with aim of exposing students to a variety of different words over the course of the week.

**Numeracy and Literacy report 2019-2020**

**Numeracy and Literacy**

*Paired maths and paired reading programs*

* These programs have been very successful since their introduction but unfortunately the paired maths program was cut short this year due to the school closure. Feedback from the supervising teachers was very positive again for both programs.

*Other areas covered in numeracy and literacy*

* We continued to maintain our numeracy and literacy rich environment with lots of subject departments displaying work in the classrooms and corridors.
* Action verbs from junior cycle specifications are visible in all classrooms.
* A problem solving lunch time activity was run by Mr. Landers each Monday, which was open to all students. The response to this was very positive.
* A weekly maths problem was introduced on Friday lunch times, with great success with students of all levels of ability taking part and winning prizes.

*Develop teacher practice*

* Teachers continued to allow students calculate their own percentage on class test and assignments with aid of a poster displaying the method of calculation.
* Teachers continued to employ a ‘word of the week’ that can be discussed with all classes during the week, with aim of exposing students to a variety of different words over the course of the week.

**Numeracy and Literacy report 2020-2021**

**Numeracy and Literacy**

*Paired maths and paired reading programs*

* These programs have been very successful since their introduction but unfortunately the paired maths program and the paired reading program were postponed due to covid-19 restrictions.

*Other areas covered in numeracy and literacy*

* We changed from teacher based classrooms to student based classrooms which meant that we were unable to continue our endeavor to create numeracy and literacy rich environments in what would have been subject specific classrooms.
* Our action verbs initiative from junior cycle specifications also suffered as a result of the classroom changes.
* The problem solving lunch time activity was run by Mr. Landers each Monday was cancelled due to covid restrictions.
* Our weekly maths problem on Friday lunch times was also cancelled.

*Develop teacher practice*

* Teachers continued to allow students calculate their own percentage on class test and assignments with aid of a poster displaying the method of calculation.
* Teachers continued to employ a ‘word of the week’ that can be discussed with all classes during the week, with aim of exposing students to a variety of different words over the course of the week. I do feel that this initiative needs to be revisited in September. The room changes also made this more challenging as the word of the week was often left on the board for the week in the teachers classroom.

*Further potential for development and assessment of numeracy and literacy*

* Colm Walsh who has recently carried out a course in SEN will help facilitate testing in literacy and numeracy with next our incoming first year group.
* This will allow us to identify students in need of extra attention at an early stage which will allow for quick intervention. With the assistance of subject teachers we will then be able to monitor progress and potentially give them a place in the paired reading or paired maths program.

**(C) School Self-Evaluation Report**

**Homework and Assessment**

**Evaluation period : Sept 2014-June 2018**

**Updated June 2016**

**Updated May 2017**

***\*2016 amendments in italics***

***\*2017 amendments in red***

**School Self-Evaluation Report**

**1.Introduction**

**1.1 The focus of the evaluation**

A school self-evaluation of teaching and learning in De La Salle College was undertaken during the period September 2014 to Dec 2014. During the evaluation, the compliance with Homework policy across all subjects was evaluated with focus as follows:

* **Homework compliance in the First Year group**

This is a report on the findings of the evaluation.

* ***In June 2016, in the light of findings of the WSE of that year, we have expanded this report to include changes we plan to make to assessment procedures in Transition Year.***
* ***In May 2017 we have evaluated the success of the implementation of a new form of continuous assessment introduced in TY in the academic year 2016/2017.***

**1.2 School context**

De La Salle College Macroom is a Catholic voluntary secondary school dedicated to maintaining the spiritual and educational values of Jean Baptiste de la Salle, the Patron Saint of teachers and founder of the De la Salle order. Even though the brothers no longer have an active role in the school, we remain committed to achievement in the academic, sporting and development spheres of life as begun by them in Macroom in 1933. The order relinquished control in 1991, however the school remains part of the De la Salle family of schools.

Currently the school caters for 320 students which include a number of students with special needs as well as students whose native language is not English.

The location of the school, in a quiet area away from the noise and bustle of the streets, leads to an atmosphere of peace and tranquillity that is conducive to effective learning. We had a WSE in September 2007.

The staff formed three working groups. Literacy, Numeracy and Homework. We have tried to keep a broad subject representation within each group. Each group was responsible for evaluating the strengths and weaknesses within their area, estimating a base line from which all progress will be measured, bringing areas in need of improvement and future targets to the whole staff in order to get them signed off on and driving the improvement process in their area.

**2. The findings**

* Our findings are based on the analysis of three surveys which we compiled and distributed to the three groups concerned, First Year students, teachers and the target group parents.
* We gleaned from the parent’s survey that 93% of parents felt that the amount and level of difficulty of the homework set was of an appropriate level and felt that their sons were participating actively in their homework.
* Through the teachers survey we learned that 57% of teachers felt that the students were not recording homework properly in their journals. The general opinion was that written homework was being recorded effectively but that learning/reading homework was not being recorded as widely as would be ideal and therefore that aspect of homework could be improved.
* We discovered through the student survey that 43% of students experienced some level of difficulty in organising their books and copies between the locker, their schoolbag, school and home.
* Some of these students have already been identified through the SEN Department, and were in receipt of extra assistance through the SNA system but others had not come to the attention of staff initially so the findings were extremely useful with regard to those students.
* *As a result of discussions with the inspectorate during the course of our WSE we identified areas of assessment that could be brought into line with National best practice. Students can be assessed in ways other than the current end of term exams.*
* *In the academic year 2016/2017 we implemented a programme of continuous assessment in our TY class in response to the findings of the inspectorate during the school’s most recent WSE which suggested that in order to reflect the diversity within each subject area during TY, one terminal exam was not appropriate.*
* **3. Progress made on previously-identified targets improvement targets**
* *Student’s compliance with recording of homework in their journals increased by 60% as ascertained by a survey of class teachers.*
* *Evidence of significant reduction in the number of homework related loggings in the target year group.*
* *The plastic folder system is now standard procedure and students are much more organised coming to class with all required materials.*
* *The teachers were given the option of using CA in conjunction with a terminal exam. 95% of teachers chose to participate and the findings show that 85% of those were in favour of continuing the practice. The students were also surveyed with 54% against and 46% in favour.*

**4. Summary of school self-evaluation findings**

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

* We ascertained that there was a very high compliance rate among our students in the area of homework completion.
* We noted high parental participation with our Homework policy. 93% of parents surveyed indicated that they deemed the amount and level of difficulty in their child’s homework to be reasonable.
* There was a positive collegial approach across the spectrum of subjects offered with regard to the setting and assessment of homework to ensure relative uniformity in terms of volume.
* We continue to operate an early detection system where potential students of concern are identified and appropriate supports put in place to assist them to comply with our policy. When surveyed, 43% of students said they had trouble organising books, copies etc. for homework.
* *Our Transition Year Programme provides students with the opportunity to interact with a very broad range of activities and subjects and they grow academically, socially and personally during that year.*
* *In response to a detailed survey teachers found that in general terms, the use of CA helped student’s maintain focus throughout the year rather than a cramming for exams situation. It also rewarded students for achievements that were outside of the gambit of traditional academics. The student response is less enthusiastic but that is something we would hope to improve going forward. It is anticipated that as student’s progress through the new JC they will be more familiar with CBA,s project work etc and therefore the fear factor around CA will dissipate.*

**The Following areas are prioritised for improvement:**

* We propose to develop our specific targeting of students in difficulty through the use of the SNA system.
* We envisage a renewed emphasis on learned homework as opposed to written. Teachers surveyed felt that 87% of students were not using the Homework Journal appropriately to record non-written work. We aim to reduce that to 30%.Students to record all of their homework in the journal (written and learning)
* Reduce the instances of academic loggings for non-compliance with homework policy
* We will have all first year students operating a plastic folder system where all of the materials for each subject are stored. Class teachers to check journals regularly
* Contact with parent/guardian of students identified as vulnerable on an ongoing basis.
* Survey of teachers to test levels of compliance with homework policy
* Subject Teacher/ Class Teacher/ SNA to meet to discuss ongoing progress and strategies.Increase compliance to full use of Homework Journal to 90%
* Log book entries for Homework infractions to be reduced by 50%
* Teachers satisfaction with homework compliance to increase by 25% (Determined by survey)
* 100% of first Year students to operate the folder system
* *Transition year are to be prioritised to ensure where possible and practical, the assessment is broader and deeper than a classroom based, terminal exam. We want to have the assessment reflect the diversity of learning experiences the students have during the year.*
* *Parents, students and teachers to collaborate on the types of assessments they would like to see implemented.*
* *Reporting and measuring of these assessments to be communicated effectively between all parties.*
* *Assessment to take the form of projects, continuous assessment, presentations, participation in subject related events etc. or any other form of assessment deemed suitable by the subject teacher.*
* *School management and timetabling of examinations to be flexible in regard to organisation of assessment in the target group.*
* *Students in Junior school will now be assessed through a broad spectrum of CBAs and project work in line with JC reform and our initiative has prepared the way for that as a more commonly used method of assessment across the school.*
* *In the academic year 2017/2018 we will seek to roll out CA, in line with JC reform across years 1-4. Years 5 and 6 will be looked at in the following year as more data is gathered.*

**De La Salle College Macroom**

**School Improvement Plan for Homework and Assessment.**

**Sept 2014-2018**

***\*2016 amendments in italics***

***\*2017 amendments in red – All such amendments relate to Assessment rather than homework as per the recommendations of WSE 2015/16***

|  |  |
| --- | --- |
| Summary of main strengths as identified in last SSE in Dec 2014: | * We ascertained that there was a very high compliance rate among our students in the area of homework completion. * We noted high parental participation with our Homework policy. 93% of parents surveyed indicated that they deemed the amount and level of difficulty in their child’s homework to be reasonable. * There was a positive collegial approach across the spectrum of subjects offered with regard to the setting and assessment of homework to ensure relative uniformity in terms of volume. * We continue to operate an early detection system where potential students of concern are identified and appropriate supports put in place to assist them to comply with our policy. When surveyed, 43% of students said they had trouble organising books, copies etc. for homework. * Students are assessed frequently informally and formally throughout the academic year in each subject area. We are now in the process of standardising how such assessment is reported to students and parents. * Teachers are 95% compliant with the roll out of CA for TY. And 85% in favour of its introduction across other year groups. * Students are 46% in favour and of those that were they believed that CA helped their overall grade. |
| Summary of main areas requiring improvement as identified in last SSE in Dec 2014: | * We Students are assessed propose to develop our specific targeting of students in difficulty through the use of the SNA system. * We envisage a renewed emphasis on learned homework as opposed to written. Teachers surveyed felt that 87% of students were not using the Homework Journal appropriately to record non-written work. We aim to reduce that to 50%. * *In the 2016 re-evaluation, based on the findings of the WSE of that year we identified the area of assessment as something to be examined.* * *We acknowledge that our TY Programme could benefit from a broader approach to assessment.* * *We will seek to expand the use of CA through the Junior School in the academic year 2017-2018 as subjects come onstream with JC reform.* * *We will endeavour to improve student attitude to CA by explaining more fully the rationale and by demonstrating to them the academic benefit of such a programme. We will survey the students again at the end of the year to evaluate their response.* * *We believe the student response will be more positive given that the TY group of 2017/18 will have done JC English in its new format and therefore will be more familiar with the process.* |
| Improvement Targets | * Students to record all of their homework in the journal (written and learning) * Reduce the instances of academic loggings for non-compliance with homework policy * We will have all first year students operating a plastic folder system where all of the materials for each subject are stored. * *We would like to see at least a 25% take up of the introduction of a broader approach to assessment in Fourth Year* * *We want to change the way we assess in some subject areas.* * *We want to communicate that change to the students and parents through the report card system and parent teacher meetings.* * *We want students to assess and report back how they learn from new assessment methods* * *We want all students in Junior school and TY to have access to CA across a variety of subject areas.* * *We want students to be positive and enthusiastic about the benefits of CA* * *We want parents to be informed of their son’s progress in the broader sense than strictly on their performance in one terminal exam* |
| Required Actions | * Class teachers to check journals regularly * Contact with parent/guardian of students identified as vulnerable on an ongoing basis. * Survey of teachers to test levels of compliance with homework policy * Subject Teacher/ Class Teacher/ SNA to meet to discuss ongoing progress and strategies. * *Survey students at the end of the year to ascertain their thoughts on the new assessment procedures.* * *Survey teachers at the beginning and the end of the year to determine what methods they were willing to implement and then to seek their professional evaluation of same.* * *Implemetation of the recording of CA in conjunction with terminal exams using the VSware system* * *Subject dept agreement regarding allocation of marks for CA as well as drawing up specific targets and marking schemes of such to ensure uniformity of assessement.* * *Teachers of subjects previously rolled out as part of JC reform to collaborate with the newly onstream subjects to offer collegial support and advice.* |
| Persons Responsible | * Homework Group * Special Needs Assistants * Individual subject teachers * Parents |
| Timeframe for action | * Sept 2015-May 2016 * *Sept 2016 – May 2017* * *Sept 2017-May 2018* |
| Success criteria/measurable outcomes | * Increase compliance to full use of Homework Journal to 90% * Log book entries for Homework infractions to be reduced by 50% * Teachers satisfaction with homework compliance to increase by 25% (Determined by survey) * 100% of first Year students to operate the folder system. * *25% of teaching staff implement new assessment procedures.* * *Measure student’s assessment of the success of the project through a survey.* * *Measure teacher’s assessment of the success of the project through a survey and group discussion.* * *Measure the teacher compliance with CA implementation across Junior School and TY through use of VS Ware* * *Survey parents to ascertain their view on CA as they experience it in terms of reports and parent/teacher meetings.* * *Measure student’s assessment of the success of the project through a survey.* * *Measure teacher’s assessment of the success of the project through a survey and group discussion.* |
| Review dates | * May 2017 * May 2018 |

**(D) School Self-Evaluation Report Phase 2, Topic 1**

**Learning Intentions and Success Criteria**

**Evaluation period 2017/2018**

# De La Salle

# Our Self-Evaluation Report and Improvement Plan

Phase 2. Topic 1.Year 1 (Learning Intentions and Success Criteria)

# 1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

* 1. **Outcomes of our last improvement plan**

Beginning of new cycle.

**1.2 The focus of this evaluation**

We undertook self-evaluation of teaching and learning during the period *September 2017* to *June 2018*. We evaluated the following aspect(s) of teaching and learning:

* Students’ motivation to learn and students’ engagement in the classroom.
* Teachers’ planning, preparation and assessment of students’ learning.

# 2. Findings

In order to research the effectiveness of teaching and learning within the school, we carried out surveys amongst teachers, students and parents, reflecting on engagement and motivation within the classroom.

**2.1 This is effective / very effective practice in our school**

* Surveys carried out found that 70% of students in our school feel they are making progress in their learning.
* Over 50% of parents felt their son was given guidance by teachers on how to improve their learning.
* 62% of teachers feel that they clearly inform students of the learning intentions of a lesson so that students are focused and motivated to learn.

**2.2. This is how we know**

* Teacher surveys
* Student surveys
* Parent surveys
* Oral feedback from teachers and students

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

Upon examining and evaluating the surveys given to parents, teachers and students, the following points were identified as areas of improvement.

* Learning Intentions
* Success Criteria

**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**

# Our Improvement Plan

**Timeframe of this improvement plan is from 2018 to 2019**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Targets** | **Actions** | **Persons / groups responsible** | **Criteria for success** | **Progress and adjustments** | **Targets achieved** |
| Students will be familiar/understand with the concepts learning intentions and success criteria.  Teachers will be reintroduced to the key terminology (learning intentions and success criteria) and provided with guidance on how to implement the strategies in their classroom. | Students will be introduced to these words in guidance class in first year and this will be reinforced in the classroom.  Teachers will seek professional training from the SSE committee and the NCCA. | Guidance teacher/subject teachers.  All teachers/ SSE committee. | Repeat surveys, review results and direct feedback from teachers and students.  Repeat surveys, review of results and direct feedback from teachers and students. | Plan will be re-evaluated in December 2018 to ensure that progress is occurring.  Teachers’ implantation will be reviewed in December 2018 in correlation with student review. | By June 2019, all first years will recognise and utilise learning intentions and success criteria.  By June 2019 all teachers will have received relevant training.  Teachers will effectively refer to success criteria and learning intentions on a regular basis in their classroom. |

# De La Salle Macroom

# School Self-Evaluation Report and Improvement Plan 2018/19

Phase 2. Topic 1.Year 2 (Learning Intentions and Success Criteria)

# 1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

* 1. **Outcomes of our last improvement plan**
* In September 2018 the SSE committee gave a work shop to all teachers on the use of Learning Intentions and Success Criteria, using the NCCA focus on learning booklet as a guide.
* Signs indicating learning intentions and success criteria are visible on all whiteboards in all classrooms as a reminder to students and teachers to create a focus for each lesson.
* First year students took part in various activities related to learning intentions and success criteria. These activities were facilitated by their guidance teacher.
* These concepts were revisited with teachers at staff meetings during the course of the year.

**1.2 The focus of this evaluation**

We undertook self-evaluation of teaching and learning during the period *September 2018* to *June 2019*. We evaluated the following aspect(s) of teaching and learning:

* Sharing the learning intentions and success criteria at the beginning of each lesson or series of lessons
* Revisiting learning intentions during the lesson and at the end of the lesson
* Students helping to create the success criteria for learning intentions

# 2. Findings

In order to research the effective use of learning intentions and success criteria within the school, we carried out surveys in December 2018 and April 2019 amongst teachers and students.

**2.1 This is effective / very effective practice in our school**

* Teacher surveys in December showed that
* 100% of teachers always or sometimes outlined what a student will learn, at the beginning of a lesson.
* 96% of teachers always or sometimes reminded students of the focus of the lesson during the class.
* 90% gave students the steps necessary to achieve the learning in the class.
* 100% of teachers always or sometimes revisited the focus of the lesson at the end of the lesson.

This survey in December omitted the words learning intentions and success criteria to reassure teachers that the use of learning intentions and success criteria was a skill they already possessed.

* Teacher surveys in April showed that
* 68% of teachers shared learning intentions and success criteria at the beginning of each lesson or series of lessons
* 64% of teachers reminded students of the learning intention and success criteria during the lesson and at the end of the lesson.
* 46% of teachers said that students are actively involved in the creation of success criteria.
* These surveys also highlighted some of the concerns or barriers that teachers had in relation to the implementation of these concepts. Some examples include, preparation time, time in class, changes in Junior Cert, applying to exam classes.
* Student surveys in April supported and were in line with teacher surveys. The most positive finding from the student surveys was that all students had a good understanding of the terms learning intentions and success criteria.
* The results of these surveys are very positive for our first year of implementation but they also indicate that there is a lack of clarity surrounding the use of learning intentions and success criteria.

**2.2. This is how we know**

* Teacher surveys
* Student surveys
* Oral feedback from teachers and students

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

Upon examining and evaluating the surveys given to teachers and students, the following points were identified as areas of improvement.

* Develop a clear understanding of learning intentions and success criteria within teachers and students.
* Develop an understanding of the rational for the implementation of these concepts.
* How to adapt and apply learning intentions and success criteria to different groups such as exam classes without over-extending preparation time.
* Focus on students creating the success criteria for certain lessons.

**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**

# Our Improvement Plan

**Timeframe of this improvement plan is from 2019 to 2020**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Targets** | **Actions** | **Persons / groups responsible** | **Criteria for success** | **Progress and adjustments** | **Targets achieved** |
| Students will understand the concepts of learning intentions and success criteria and will be actively involved in the creation of success criteria.  Teachers will be reintroduced to the key terminology (learning intentions and success criteria) and provided with guidance on how to implement the strategies in their classroom and overcome barriers to implementation experiences in year one.  Increase percentages of effective implementation relating to the surveys carried out in April 2019 | Students will be introduced to these words in guidance class in first year and this will be reinforced in the classroom.  Teachers will give students the opportunity to create success criteria for achieving learning intentions  Teachers will be given a refresher workshop in September 2019 addressing all concerns and obstacles they have encountered. | Guidance teacher/subject teachers.  All teachers/ SSE committee. | Repeat surveys, review results and direct feedback from teachers and students.  Repeat surveys, review of results and direct feedback from teachers and students. | Plan will be re-evaluated in December 2019 and May 2020 to ensure that progress is occurring.  Teachers’ implementation will be reviewed in December 2019 and May 2020 in correlation with student review. | By June 2020, all first years will recognise and utilise learning intentions and success criteria and will be actively involved in the creation of success criteria  By June 2020 all teachers will have received additional guidance.  Teachers will effectively refer to success criteria and learning intentions on a regular basis in their classroom. Teachers will actively involve students in the creation of success criteria. |

**De La Salle Macroom**

**School Self-Evaluation Report and Improvement Plan 2019/20**

Phase 2. Topic 1.Year 3 (Learning Intentions and Success Criteria)

**1. Introduction**

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

* 1. **Outcomes of our last improvement plan**
* Signs indicating learning intentions and success criteria are visible on all whiteboards in all classrooms as a reminder to students and teachers to create a focus for each lesson.
* These has been an increase in awareness of these concepts and also an appreciation for the educational benefits of applying these in class.
* There has been an increase in the effective use of learning intentions and success criteria.
* During our JCT whole-school CPD day: Planning for Student Centred Learning (Teaching, Learning, Assessment and Reporting) there were a big emphasis on learning Intentions and Success Criteria which was very beneficial for consolidating these concepts in a practical sense.
* These concepts were revisited with teachers at staff meetings during the course of the year.
* Students have shown a good understanding of the concepts and can explain them in their own words.

**1.2 The focus of this evaluation**

We undertook self-evaluation of teaching and learning during the period *September 2018* to *June 2019*. We evaluated the following aspect(s) of teaching and learning:

* Sharing the learning intentions and success criteria at the beginning of each lesson or series of lessons
* Revisiting learning intentions during the lesson and at the end of the lesson
* Students helping to create the success criteria for learning intentions

**2. Findings**

**2.1 This is effective / very effective practice in our school**

* Students have shown a good understanding of the concepts and can explain them in their own words.
* Students can develop their own learning intentions and success criteria
* Teachers are implementing these concepts into each class or block of classes

**2.2. This is how we know**

* Teacher Interviews
* Student interviews
* Oral feedback from teachers and students

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

The following points continue to be the areas that we want to continue to develop in this evaluation year.

* Develop and embed a clear understanding of learning intentions and success criteria within teachers and students.
* Continue to develop an understanding of the rational for the implementation of these concepts.
* How to adapt and apply learning intentions and success criteria to different groups such as exam classes without over-extending preparation time.
* Focus on students creating the success criteria for certain lessons.

**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**

**Our Improvement Plan**

**Timeframe of this improvement plan is from 2020 to 2021**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Targets** | **Actions** | **Persons / groups responsible** | **Criteria for success** | **Progress and adjustments** | **Targets achieved** |
| Students will understand the concepts of learning intentions and success criteria and will be actively involved in the creation of success criteria.  Teachers will effectively implement these concepts in class.  Evaluate our four year process on learning intentions and success. | Students will be introduced to these words in guidance class in first year and this will be reinforced in the classroom.  Teachers will give students the opportunity to create success criteria for achieving learning intentions  Teachers will be reminded at the beginning of the year of our SSE plan for the use of learning intentions and success criteria | Guidance teacher/subject teachers.  All teachers/ SSE committee. | Repeat surveys, review results and direct feedback from teachers and students.  Repeat surveys, review of results and direct feedback from teachers and students. | Teachers’ implementation will be reviewed in December 2020 and May 2021 in correlation with student review.  Students’ understanding of these concepts will be assessed in December 2020 through surveys and final adjustments will be made based on the results of these surveys | All years will recognise and utilise learning intentions and success criteria and will be actively involved in the creation of success criteria  Teachers will effectively refer to success criteria and learning intentions on a regular basis in their classroom. Teachers will actively involve students in the creation of success criteria. |

**De La Salle Macroom**

**School Self-Evaluation Report and Improvement Plan 2020/21**

Phase 2. Topic 1.Year 4 (Learning Intentions and Success Criteria)

**As a result of covid-19 restrictions and school closures we were unable to complete our year 4 of Learning Intentions and Success Criteria as originally set out in our school improvement plan outlined in our 2019/20 report.**

**However we continued to promote the initiative which continued to be successful.**

**Our school Self-evaluation committee has committed to extending this initiative into a 5th year to consolidate the good but interrupted progress achieved in the previous 4 years.**

**As a result of school closures we were unable to review and gather data to analyse progress and application among teachers and students, hence our School improvement Plan for our 5th year will remain as it was for year 4. (See below)**

**1. Introduction**

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

* 1. **Outcomes of our last improvement plan**
* Signs indicating learning intentions and success criteria are visible on all whiteboards in all classrooms as a reminder to students and teachers to create a focus for each lesson.
* These has been an increase in awareness of these concepts and also an appreciation for the educational benefits of applying these in class.
* There has been an increase in the effective use of learning intentions and success criteria.
* During our JCT whole-school CPD day: Planning for Student Centred Learning (Teaching, Learning, Assessment and Reporting) there were a big emphasis on learning Intentions and Success Criteria which was very beneficial for consolidating these concepts in a practical sense.
* These concepts were revisited with teachers at staff meetings during the course of the year.
* Students have shown a good understanding of the concepts and can explain them in their own words.

**1.2 The focus of this evaluation**

We undertook self-evaluation of teaching and learning during the period *September 2018* to *June 2019*. We evaluated the following aspect(s) of teaching and learning:

* Sharing the learning intentions and success criteria at the beginning of each lesson or series of lessons
* Revisiting learning intentions during the lesson and at the end of the lesson
* Students helping to create the success criteria for learning intentions

**2. Findings**

**2.1 This is effective / very effective practice in our school**

* Students have shown a good understanding of the concepts and can explain them in their own words.
* Students can develop their own learning intentions and success criteria
* Teachers are implementing these concepts into each class or block of classes

**2.2. This is how we know**

* Teacher Interviews
* Student interviews
* Oral feedback from teachers and students

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

The following points continue to be the areas that we want to continue to develop in this evaluation year.

* Develop and embed a clear understanding of learning intentions and success criteria within teachers and students.
* Continue to develop an understanding of the rational for the implementation of these concepts.
* How to adapt and apply learning intentions and success criteria to different groups such as exam classes without over-extending preparation time.
* Focus on students creating the success criteria for certain lessons.

**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**

**Our Improvement Plan**

**Timeframe of this improvement plan is from 2021 to 2022**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Targets** | **Actions** | **Persons / groups responsible** | **Criteria for success** | **Progress and adjustments** | **Targets achieved** |
| Students will understand the concepts of learning intentions and success criteria and will be actively involved in the creation of success criteria.  Teachers will effectively implement these concepts in class.  Evaluate our four year process on learning intentions and success. | Students will be introduced to these words in guidance class in first year and this will be reinforced in the classroom.  Teachers will give students the opportunity to create success criteria for achieving learning intentions  Teachers will be reminded at the beginning of the year of our SSE plan for the use of learning intentions and success criteria | Guidance teacher/subject teachers.  All teachers/ SSE committee. | Repeat surveys, review results and direct feedback from teachers and students.  Repeat surveys, review of results and direct feedback from teachers and students. | Teachers’ implementation will be reviewed in December 2021 and May 2022 in correlation with student review.  Students’ understanding of these concepts will be assessed in December 2021 through surveys and final adjustments will be made based on the results of these surveys | All years will recognise and utilise learning intentions and success criteria and will be actively involved in the creation of success criteria  Teachers will effectively refer to success criteria and learning intentions on a regular basis in their classroom. Teachers will actively involve students in the creation of success criteria. |

**(E) School Self-Evaluation Report Phase 2, Topic 2**

**Study Skills**

**Evaluation period 2018/2019**

# De La Salle Macroom

# School Self-Evaluation Report and Improvement Plan 2018/19

Phase 2. Topic 2. Year 1 (Study Skills)

# 1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

* 1. **Outcomes of our last improvement plan**

Beginning of new cycle.

**1.2 The focus of this evaluation**

We undertook self-evaluation of teaching and learning during the period *September 2018* to *June 2019*. We evaluated the following aspect(s) of teaching and learning:

* Peer and self-assessment

# 2. Findings

In order to research the effectiveness of peer and self-assessment within the school, we carried out surveys amongst teachers and students.

**2.1 This is effective / very effective practice in our school**

* Results showed that teachers are providing opportunities for peer and self-assessment particular at Junior cert.

**These results indicated that the area of peer and self-assessment might not be the area that required immediate attention.**

**The SSE committee decided to conduct individual teacher interviews. These interviews highlighted the area of study skills as the area in need of immediate development.**

**The SSE committee decided to change our school self-evaluation focus for phase 2 topic 2, to study skills.**

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# 1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

* 1. **Outcomes of our last improvement plan**

Beginning of new cycle.

**1.2 The focus of this evaluation**

We undertook self-evaluation of teaching and learning during the period *September 2018* to *June 2019*. We evaluated the following aspect(s) of teaching and learning:

* Effective study skills

# 2. Findings

In order to research the effectiveness of study skills within the school, we carried out surveys of teachers and parents The SSE committee also created a focus group of transition year students. Transition year students were chosen as they have been through 4 years of school, including a state exam. These students are in a position to share their changing experiences of study and the increasing demands of subject courses from 1st year to 4th year.

**2.1.**

**Findings from students focus group.**

The following points outline the challenges students in the focus group face when it comes to effective study.

* No routine
* Difficulties finding balance: Sport etc./study
* Phone/distractions
* Not having a proper place to study
* Motivation
* Planning when to study
* Not knowing what to study (Finding key points)
* Difficulty making a timed study plan
* Not familiar with exams
* Quietness
* Balance from teachers in written work and study.
* Not receiving consistent amounts of homework and in some cases not been given an appropriate amount of time to complete assignments.

**Findings from parent survey**

* 95% of parents say their son uses the internet as a study aid.
* 50% of parents have heard of one drive.
* 40% of parents say their son plans in advance specific times for homework and study.
* 30% of parents have visited the school website section on study skills

**2.2. This is how we know**

* Teacher surveys
* Parent surveys
* Student focus group meetings
* Oral feedback from teachers and students

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

Upon examining and evaluating the surveys given to parents, teachers and the outcomes of the student focus group meetings, the following points were identified as areas of improvement.

Teacher strategies:

* Promote different study methodologies including kinaesthetic, auditory and visual.
* Improve student motivation to study and succeed.
* Students will create their own summaries at the end of a topic to include key points of the topic.
* Core subject teachers in 1st year will trial a new homework approach where students receive homework 3 times a week from each core subject, allowing 1 evening for revision of a subject. This approach will help ensure students are receiving a consistent amount of homework in these subjects each week.

Student focus group strategies:

* Facilitate a work shop with first year students, in September, to highlight the importance of balance, routine, an appropriate study environment and how to create a study plan.
* Prior to Christmas and Summer exams, when 1st year students have received their subject study plans from their subject teachers, the student focus group will help 1st year students create a study timetable for after school hours and weekends

**2.4 Looking at our School document and our evaluation process.**

The following areas of Learning and teaching from the Looking at our School document can be targeted and improved through a focus on improving study skills.

* *Learner Outcomes*
* Effective

Students take responsibility for their own learning and use the learning resources, including digital technologies, provided to them to develop their skills, apply their understanding and extend their knowledge.

* Highly effective

Students take responsibility for their own learning and use the learning resources, including digital technologies, provided to them and sourced by themselves, to develop their skills, apply their understanding and extend their knowledge. Students experience opportunities to develop the skills and attitudes necessary for lifelong learning.

* *Learner experiences*
* Effective

Students assess their progress and are aware of their strengths and areas for development as learners

* Highly effective

Students assess their progress realistically and can describe their strengths and areas for development as learners.

* *Teacher individual practice*
* Effective

Teachers deliver good-quality instruction which elicits student engagement and supports autonomous learning opportunities. Teachers maintain a balance between their own input and productive student participation and response.

* Highly effective

Teachers deliver highly effective instruction which elicits deep student engagement and supports autonomous learning opportunities. Teachers optimise student engagement, response and reflection by skilfully managing their own input

**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**

# Our Improvement Plan

**Timeframe of this improvement plan is from 2019 to 2020**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Targets** | **Actions** | **Persons / groups responsible** | **Criteria for success** | **Progress and adjustments** | **Targets achieved** |
| Students will develop an appreciation for the need for effective study skills, a balanced routine, and a positive study environment.  Students will be able to develop their own effective study schedules, applying the concepts of learning intentions and success criteria.  Teachers will encourage the use of different revision techniques for their subjects.  Teachers will provide updated subject specific revision guidelines for the school website which will provide parents with the necessary information.  Teachers will provide students with a sample revision plan prior to Christmas and summer exams.  Teachers will give students the opportunity to create summaries of topics to include key points. Paired and group work will also be promoted within this activity.  1st year core subject teachers will trial a 3 and 1 system for homework. (ie. Homework will be given 3 out of the 4 nights each week allowing 1 night for revision)  1st year students will keep an exam tracker that will be signed by their subject teachers and parents to monitor progress.  A new student focus group will be created to carry on and develop the work of the first focus group.  Parents will sign the journals of 1st year students each week to help ensure homework and study has been completed | First year Students will be introduced to study skills and how to create a study schedule through a work shop given by the student focus group.  This focus group of TY students (now 5th year students) will deliver refresher workshops prior to Christmas and summer exams and help them create an effective study schedule.  Teachers will be given a workshop on the different study techniques.  Teachers will be provided with samples of subject specific study plans and study guidelines (for website).  Transition year students will be selected to review and develop effective study skills strategies | Guidance teacher.  Subject teachers.  Student focus group  SSE committee  Parents | Repeat surveys, review results and direct feedback from teachers and students.  Student focus group will be interviewed after each workshop to assess the effectiveness of the workshops.  Repeat surveys, review of results and direct feedback from teachers and students. | Plan will be re-evaluated in January 2020 to ensure that progress is occurring.  Student focus group will give refresher workshops to first year students prior to Christmas and Summer exams. | By June 2020, all first years will appreciate the need for effective study skills.  Teachers will understand their role in developing students study skills.  Providing study plans and encouraging the use of various study techniques will become common practice. |

**De La Salle Macroom**

**School Self-Evaluation Report and Improvement Plan 2019/20**

Phase 2. Topic 2. Year 2 (Study Skills)

**1. Introduction**

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

* 1. **Outcomes of our last improvement plan**

Year 2 of topic 2 in phase 2

**1.2 The focus of this evaluation**

* Effective study skills

**2. Findings**

**2.1.**

**Findings from students focus group.**

The following points outline the challenges students in the focus group face when it comes to effective study. These points were established in year one.

* No routine
* Difficulties finding balance: Sport etc./study
* Phone/distractions
* Not having a proper place to study
* Motivation
* Planning when to study
* Not knowing what to study (Finding key points)
* Difficulty making a timed study plan
* Not familiar with exams
* Quietness
* Balance from teachers in written work and study.
* Not receiving consistent amounts of homework and in some cases not been given an appropriate amount of time to complete assignments.

The following are the four areas that the focus group decided to focus on in year 2:

* Self-motivation
* Eliminating distraction
* Timetabling and well being
* Study techniques

The study skills workshops were found to be very effective. Students appreciated and related to the advice given by students with experience.

1st year students were provided with a blank weekly timetable to fill in, to include their own downtime, for things like training, matches and other activities. We discovered that there was not enough time to successfully fill in these timetables during the workshop, therefore moving forward, the focus group will provide them with a sample timetable.

These workshops proved successful and as a result we extended the workshops to second year students.

We did not continue with the 3 and 1 concept discussed in the SIP from year 1. Students are timetabled for 4 classes of English, Irish and Maths. This results in the 3 and 1 concept occurring naturally.

The study skills focus group updated the school website section on study skills. The group discussed and chose the content themselves.

The study skills focus group were excellent throughout this process and displayed great qualities when interacting with 1st year students. This was noted by all supervising teachers.

**2.2. This is how we know**

* Student focus group meetings
* Oral feedback from teachers. Who were supervising during the study skills workshops
* Oral feedback from a randomly selected group of 1st and 2nd year students who received the workshop in study skills.

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

Teacher strategies:

* Promote different study methodologies including kinaesthetic, auditory and visual.
* Improve student motivation to study and succeed.
* Students will create their own summaries at the end of a topic to include key points of the topic.
* Provide students with study plans prior to Christmas and Summer exams

Student focus group strategies:

* Facilitate a work shop with first, second and 3rd year students, in September, to highlight the importance of balance, routine, an appropriate study environment and how to create a study plan.
* Prior to Christmas and Summer exams, when 1st, 2nd and 3rd year students have received their subject study plans from their subject teachers, the student focus group will help 1st, 2nd  and 3rd year students create a study timetable for after school hours and weekends, by providing them with a sample and give them the opportunity to fill in their copy and ask any questions.

**3. Our improvement plan**

On the next page we have recorded:

* The **targets** for improvement we have set
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* 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**

**Our Improvement Plan**

**Timeframe of this improvement plan is from 2020 to 2021**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Targets** | **Actions** | **Persons / groups responsible** | **Criteria for success** | **Progress and adjustments** | **Targets achieved** |
| Students will develop an appreciation for the need for effective study skills, a balanced routine, and a positive study environment.  Students will be able to develop their own effective study schedules, applying the concepts of learning intentions and success criteria.  Teachers will encourage the use of different revision techniques for their subjects.  Teachers will provide students with a sample revision plan prior to Christmas and summer exams.  Teachers will give students the opportunity to create summaries of topics to include key points. Paired and group work will also be promoted within this activity.  1st year students will keep an exam tracker that will be signed by their subject teachers and parents to monitor progress.  A new student focus group will be created to carry on and develop the work of the second focus group.  Parents will sign the journals of 1st year students each week to help ensure homework and study has been completed | First year Students will be introduced to study skills and how to create a study schedule through a work shop given by the student focus group.  2nd year students will also receive this workshop at the beginning of the school year.  This focus group of TY student will deliver refresher workshops to 1st, 2nd and 3rd year students prior to Christmas and summer exams and help them create an effective study schedule. | Guidance teacher.  Subject teachers.  Student focus group  SSE committee  Parents | Repeat surveys, review results and direct feedback from teachers and students.  Student focus group will be interviewed after each workshop to assess the effectiveness of the workshops.  Repeat surveys, review of results and direct feedback from teachers and students. | Plan will be re-evaluated in January 2021 to ensure that progress is occurring.  Student focus group will give refresher workshops to 1st, 2nd and 3rd year students prior to Christmas and Summer exams. | By June 2021, all first years will appreciate the need for effective study skills.  2nd and 3rd year students will have further developed their approaches to study and will be becoming more independent.  Teachers will understand their role in developing students study skills.  Providing study plans and encouraging the use of various study techniques will become common practice. |

**De La Salle Macroom**

**School Self-Evaluation Report and Improvement Plan 2020/21**

**As a result of covid-19 restrictions year 3 of topic 2 was postponed until the school year 2021/22. Hence the report below is the report for the year 2019/20 but the plan for year 3 is the now the plan for the school year 2021/22 rather than 2020/21**

Phase 2. Topic 2. Year 2 (Study Skills)

**1. Introduction**

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

* 1. **Outcomes of our last improvement plan**

Year 2 of topic 2 in phase 2

**1.2 The focus of this evaluation**

* Effective study skills

**2. Findings**

**2.1.**

**Findings from students focus group.**

The following points outline the challenges students in the focus group face when it comes to effective study. These points were established in year one.

* No routine
* Difficulties finding balance: Sport etc./study
* Phone/distractions
* Not having a proper place to study
* Motivation
* Planning when to study
* Not knowing what to study (Finding key points)
* Difficulty making a timed study plan
* Not familiar with exams
* Quietness
* Balance from teachers in written work and study.
* Not receiving consistent amounts of homework and in some cases not been given an appropriate amount of time to complete assignments.

The following are the four areas that the focus group decided to focus on in year 2:

* Self-motivation
* Eliminating distraction
* Timetabling and well being
* Study techniques

The study skills workshops were found to be very effective. Students appreciated and related to the advice given by students with experience.

1st year students were provided with a blank weekly timetable to fill in, to include their own downtime, for things like training, matches and other activities. We discovered that there was not enough time to successfully fill in these timetables during the workshop, therefore moving forward, the focus group will provide them with a sample timetable.

These workshops proved successful and as a result we extended the workshops to second year students.

We did not continue with the 3 and 1 concept discussed in the SIP from year 1. Students are timetabled for 4 classes of English, Irish and Maths. This results in the 3 and 1 concept occurring naturally.

The study skills focus group updated the school website section on study skills. The group discussed and chose the content themselves.

The study skills focus group were excellent throughout this process and displayed great qualities when interacting with 1st year students. This was noted by all supervising teachers.

**2.2. This is how we know**

* Student focus group meetings
* Oral feedback from teachers. Who were supervising during the study skills workshops
* Oral feedback from a randomly selected group of 1st and 2nd year students who received the workshop in study skills.

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

Teacher strategies:

* Promote different study methodologies including kinaesthetic, auditory and visual.
* Improve student motivation to study and succeed.
* Students will create their own summaries at the end of a topic to include key points of the topic.
* Provide students with study plans prior to Christmas and Summer exams

Student focus group strategies:

* Facilitate a work shop with first, second and 3rd year students, in September, to highlight the importance of balance, routine, an appropriate study environment and how to create a study plan.
* Prior to Christmas and Summer exams, when 1st, 2nd and 3rd year students have received their subject study plans from their subject teachers, the student focus group will help 1st, 2nd  and 3rd year students create a study timetable for after school hours and weekends, by providing them with a sample and give them the opportunity to fill in their copy and ask any questions.

**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**

**Our Improvement Plan**

**Timeframe of this improvement plan is from 2021 to 2022**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Targets** | **Actions** | **Persons / groups responsible** | **Criteria for success** | **Progress and adjustments** | **Targets achieved** |
| Students will develop an appreciation for the need for effective study skills, a balanced routine, and a positive study environment.  Students will be able to develop their own effective study schedules, applying the concepts of learning intentions and success criteria.  Teachers will encourage the use of different revision techniques for their subjects.  Teachers will provide students with a sample revision plan prior to Christmas and summer exams.  Teachers will give students the opportunity to create summaries of topics to include key points. Paired and group work will also be promoted within this activity.  1st year students will keep an exam tracker that will be signed by their subject teachers and parents to monitor progress.  A new student focus group will be created to carry on and develop the work of the second focus group.  Parents will sign the journals of 1st year students each week to help ensure homework and study has been completed | First year Students will be introduced to study skills and how to create a study schedule through a work shop given by the student focus group.  2nd year students will also receive this workshop at the beginning of the school year.  This focus group of TY student will deliver refresher workshops to 1st, 2nd and 3rd year students prior to Christmas and summer exams and help them create an effective study schedule. | Guidance teacher.  Subject teachers.  Student focus group  SSE committee  Parents | Repeat surveys, review results and direct feedback from teachers and students.  Student focus group will be interviewed after each workshop to assess the effectiveness of the workshops.  Repeat surveys, review of results and direct feedback from teachers and students. | Plan will be re-evaluated in January 2021 to ensure that progress is occurring.  Student focus group will give refresher workshops to 1st, 2nd and 3rd year students prior to Christmas and Summer exams. | By June 2021, all first years will appreciate the need for effective study skills.  2nd and 3rd year students will have further developed their approaches to study and will be becoming more independent.  Teachers will understand their role in developing students study skills.  Providing study plans and encouraging the use of various study techniques will become common practice. |

**De La Salle Macroom**

**School Self-Evaluation Report and Improvement Plan 2021/22**

Phase 2. Topic 2. Year 3 (Study Skills)

**1. Introduction**

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

* 1. **Outcomes of our last improvement plan**

Year 3 of topic 2 in phase 2.

Our study skills program is now established. The initiatives are outlined as followed.

* All teachers share techniques and strategies with their students that are relevant to their own subject areas.
* There is a whole school focus on study skills as we approach the Christmas exam and Summer exams. This has 3 elements:
* Ms. Mary O’Connor works with all students during guidance and well-being classes for 3/4 weeks leading up to the exams. During these classes Ms. O’Connor focuses on different study techniques that may be relevant to different subjects and also takes students through practical examples.
* All teachers provide students with a study plan 3/4 weeks in advance of the exams.
* Our newly established study skills focus group composed of 4th and 5th year students deliver a study skills workshop to all Junior cycle classes, once they have received their study plans. The main points addressed here are; motivation, study techniques, developing good study habit to limit distraction, balance and well-being and finally the creation of a study timetable.

**1.2 The focus of this evaluation**

* Effective study skills

**2. Findings**

**2.1.**

**Findings from students focus group.**

The following points outline the challenges students in the focus group face when it comes to effective study. These points were established in year one.

* No routine
* Difficulties finding balance: Sport etc./study
* Phone/distractions
* Not having a proper place to study
* Motivation
* Planning when to study
* Not knowing what to study (Finding key points)
* Difficulty making a timed study plan
* Not familiar with exams
* Quietness
* Balance from teachers in written work and study.
* Not receiving consistent amounts of homework and in some cases not been given an appropriate amount of time to complete assignments.

The following are the four areas that the focus group decided to focus on in year 2:

* Self-motivation
* Eliminating distraction
* Timetabling and well being
* Study techniques

The study skills workshops were found to be very effective. Students appreciated and related to the advice given by students with experience.

1st, 2nd and 3rd year students were provided with a blank weekly timetable to fill in, to include their own downtime, for things like training, matches and other activities. We discovered that there was not enough time to successfully fill in these timetables during the workshop, therefore moving forward, the focus group will provide them with a sample timetable.

These workshops proved successful and as a result we extended the workshops to second and third year students.

The study skills focus group were excellent throughout this process and displayed great qualities when interacting with junior cycle year students. This was noted by all supervising teachers.

**2.2. This is how we know**

* Student focus group meetings
* Oral feedback from teachers. Who were supervising during the study skills workshops
* Oral feedback from a randomly selected group of 1st and 2nd year students who received the workshop in study skills.
* Parent survey to analyse the effectiveness of our strategies.

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

Teacher strategies:

* Promote different study methodologies including kinaesthetic, auditory and visual.
* Improve student motivation to study and succeed.
* Students will create their own summaries at the end of a topic to include key points of the topic.
* Provide students with study plans prior to Christmas and Summer exams

Student focus group strategies:

* Facilitate a work shop with first, second and 3rd year students, in September, to highlight the importance of balance, routine, an appropriate study environment and how to create a study plan.
* Prior to Christmas and Summer exams, when 1st, 2nd and 3rd year students have received their subject study plans from their subject teachers, the student focus group will help 1st, 2nd  and 3rd year students create a study timetable for after school hours and weekends, by providing them with a sample and give them the opportunity to fill in their copy and ask any questions.

**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**

**Our Improvement Plan**

**Timeframe of this improvement plan is from 2022 to 2023**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Targets** | **Actions** | **Persons / groups responsible** | **Criteria for success** | **Progress and adjustments** | **Targets achieved** |
| Students will develop an appreciation for the need for effective study skills, a balanced routine, and a positive study environment.  Students will be able to develop their own effective study schedules, applying the concepts of learning intentions and success criteria.  Teachers will encourage the use of different revision techniques for their subjects.  Teachers will provide students with a sample revision plan prior to Christmas and summer exams.  Teachers will give students the opportunity to create summaries of topics to include key points. Paired and group work will also be promoted within this activity.  1st year students will keep an exam tracker that will be signed by their subject teachers and parents to monitor progress.  A new student focus group will be created to carry on and develop the work of the second focus group.  Parents will sign the journals of 1st year students each week to help ensure homework and study has been completed | Leading up to the Christmas exams, Junior cycle Students will be introduced to study skills and how to create a study schedule through a work shop given by the student focus group.  This focus group of TY student will deliver refresher workshops to 1st, 2nd and 3rd year students prior to Christmas and summer exams and help them create an effective study schedule. | Guidance teacher.  Subject teachers.  Student focus group  SSE committee  Parents | Repeat surveys, review results and direct feedback from teachers and students.  We will take a target group of students to survey to provide us with feedback.  Student focus group will be interviewed after each workshop to assess the effectiveness of the workshops.  Repeat surveys, review of results and direct feedback from teachers and students. | Plan will be re-evaluated in January 2022 to ensure that progress is occurring.  Student focus group will give refresher workshops to 1st, 2nd and 3rd year students prior to Summer exams. | By June 2023, all junior cycle students will appreciate the need for effective study skills.  All students will have further developed their approaches to study and will be becoming more independent.  Teachers will understand their role in developing students study skills.  Providing study plans and encouraging the use of various study techniques will become common practice. |

**(F) Digital Learning Plan**

# **De La Salle College Macroom**

# **Our Digital Learning Plan**

2018-2022

# **1. Introduction**

This document records the outcomes of our current digital learning plan, including targets and the actions we will implement to meet our targets.

**1.1 School Details:**

* De La Salle College Macroom, an all-boys school with an enrolment of over 370 students, a Voluntary Catholic Secondary School, run by a Board of Management.

**1.2 School Vision:**

* **‘**Our community aimsto assist our pupils to develop their full potential by becoming active learners and using digital technology in an appropriate manner to become engaged knowledge constructors. In our school, this will be achieved by mutual respect and co-operation amongst all partners in an open, safe and caring environment’

**1.3 Brief account of the use of digital technologies in the school to date:**

* Classroom Desktops & Projectors
* Ipads
* Visualisers, wireless printing, school server
* Activote Student Response System
* DT software (Circuit Wizard, Google Sketchup, Solidworks)
* Online Assessment Apps (ie Kahoot, Wordables, Padlet, Mentimeter)
* Teaching & Learning Resources (ie scoilnet.ie, studyclix, Edmodo)
* Office365

**2. The focus of this Digital Learning Plan**

* Our Digital Learning Evaluation was carried out from October 2018 to May 2019 and has highlighted areas of improvement in student access to school equipment, staff DT skills and the need to use the DLF in all future SSE, SIP and subject department planning.

# **The dimensions and domains from the Digital Learning Framework being selected**

* Teaching and Learning
* Leading Teaching and Learning
* Managing an Organisation

**2.2 The standards and statements from the Digital Learning Framework being selected**

|  |  |
| --- | --- |
| Standard | Statement(s) |
| **Teachers contribute to building whole- staff capacity by sharing their expertise** | **Teachers collaborate in determining how digital technologies can be used effectively for teaching, learning and assessment.** |
| **Manage the school’s human, physical and financial resources so as to create and maintain a learning organisation** | **The board of management ensures the provision and maintenance of digital teaching aids and equipment to a good standard.** |
| **Lead the school’s engagement in a continuous process of self- evaluation** | **The use of digital technology is considered and embedded where appropriate throughout the school self-evaluation process.** |

**2.3. These are a summary of our strengths with regards digital learning**

* Well-equipped Computer Room, good level of DT hardware and software
* Engaged students
* High level of expertise within staff body to draw from.

**2.5** **This is what we are going to focus on to improve our digital learning practice further**

* Staff CPD & knowledge sharing in Digital Technologies
* Students access to hardware and software.
* Whole School use of Office365.

**3. Our Digital Learning 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**

**Digital Learning Action Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| DOMAIN:   1. Teaching and Learning 2. Managing an Organisation 3. Leading School Development (added in May 2019) | | | | |
| STANDARD(S):   1. Teachers contribute to building whole- staff capacity by sharing their expertise. 2. Manage the school’s human, physical and financial resources so as to create and maintain a learning organisation. 3. Lead the school’s engagement in a continuous process of self- evaluation. | | | | |
| STATEMENT(S):   1. Teachers collaborate in determining how digital technologies can be used effectively for teaching, learning and assessment. 2. The board of management ensures the provision and maintenance of digital teaching aids and equipment to a good standard. 3. The use of digital technology is considered and embedded where appropriate throughout the school self-evaluation process. | | | | |
| **Digital Learning Team**  Jack Cott **(DT Co-ordinator & Science)**, Conor Kinsella **(SSE Co-ordinator & Maths)**, John Ryan **(TY Co-ordinator & Business Studies),** Liam Long **(DCG/Irish)**, Daniel McCarthy **(Junior Cycle Co-ordinator & Geography),** Nicola Crowley **(English).**  TARGETS: (What do we want to achieve?) | | | | |
| ACTIONS | TIMEFRAME | PERSONS / GROUPS RESPONSIBLE | CRITERIA FOR SUCCESS | RESOURCES  PDST inservice |
| Collaboration between all staff, subject departments on teaching, learning & assessment  Increase student access to computers  Digital Learning Framework in SSE | From May 2019  September 2018- May 2019  From May 2019 | Whole staff  DT Co-ordinator and Principal  DT Co-ordinator, SSE co-ordinator, DL Team, subject departments | Cross-curricular Shared Resources Folders  Students have increased access to computers for CBAs and Leaving/Junior Certificate Projects.  All subject department plans will refer to the Digital Learning Framework | Whole Staff sessions  PDST grant  IT grant 2019  Staff meetings Office365, SIP |
| EVALUATION PROCEDURES:  (How are we progressing? Do we need to make adjustments? Have we achieved our targets?) | | | | |
| * Student Access: 30 Ipad Pro’s donated by Gilead and two charging trollies bought by the school have provided a “mobile computer room” * Student Access: Reconditioned Classroom Laptops now provide a set of 10 for use in classes around the school. * Two 1-hour whole-staff training sessions provided on apps and Office365 * CPD notifications emailed to all staff on a subject by subject basis. * May 2019: Following seminar and staff feedback, update to DL plan and introduction of new target in Teaching and Learning –Collaboration | | | | |

# **De La Salle College Macroom**

# **Our Digital Learning Plan**

2023-2024

# **1. Introduction**

This document records the outcomes of our current digital learning plan, including targets and the actions we will implement to meet our targets.

**1.1 School Details:**

* De La Salle College Macroom, an all-boys school with an enrolment of over 398 students, a Voluntary Catholic Secondary School, run by a Board of Management.

**1.2 School Vision:**

* **‘**Our community aimsto assist our pupils to develop their full potential in a Christian environment. In our school this will be achieved by mutual respect and co-operation amongst all partners in an open, safe and caring environment’

**1.3 Brief account of the use of digital technologies in the school to date:**

* Classroom Desktops & Projectors
* Visualisers, wireless printing, school server,
* Microsoft Teams as our VLE (Virtual Learning Environment)
* ICT software (Circuit Wizard, Google Sketchup, Solidworks, Tinkercad)
* Online Assessment, Teaching and Learning Apps (ie Kahoot, Wordables, Padlet)
* Office365 (One-drive)
* Interactive Boards in every classroom
* Ipads and pens provided on a lease basis to teachers
* 90 portable Ipads

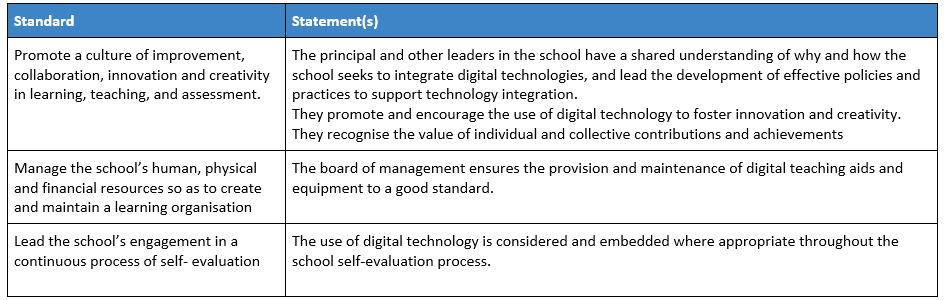
**2. The focus of this Digital Learning Plan**

* Our Digital Learning Evaluation was carried out from May 2018 to October 2018.
* Reviews in January 2019, October 2019, December 2021, May 2022, October 2022, February 2023, October 2023

**2.1 The dimensions and domains from the Digital Learning Framework being selected**

* Leading Teaching and Learning
* Managing an Organisation

**2.2 The standards and statements from the Digital Learning Framework being selected**

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**2.3. These are a summary of our strengths with regards digital learning**

* Well-equipped Computer Room, good level of ICT hardware and software
* Engaged students
* High level of expertise within staff body to draw from.

**2.5** **This is what we are going to focus on to improve our digital learning practice further**

* Staff CPD in Digital Technologies
* Students access to devices
* Whole School use of Office365
* Whole school Use of Microsoft Teams

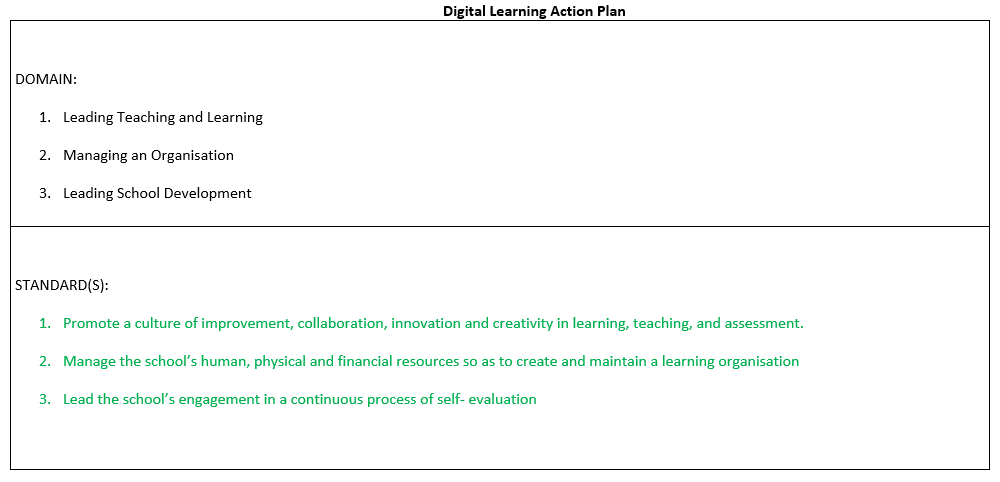
**3. Our Digital Learning plan**

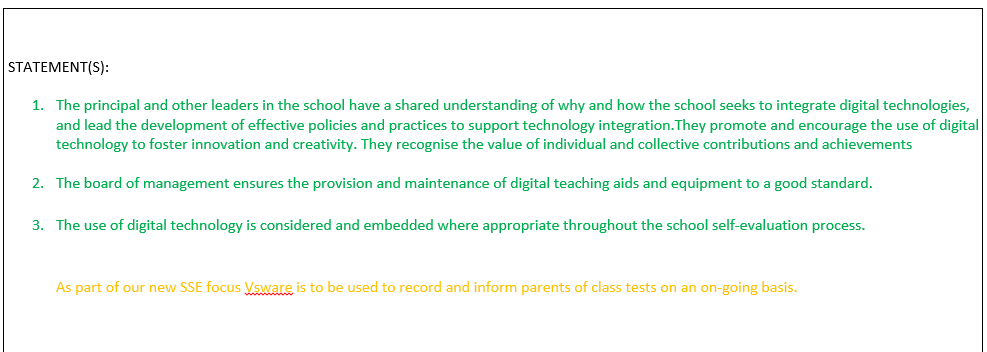
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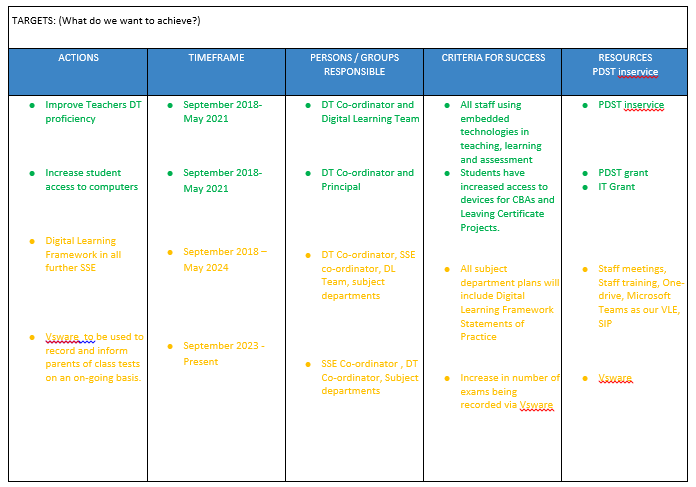
* The **targets** for improvement we have set
* The **actions** we will implement to achieve these
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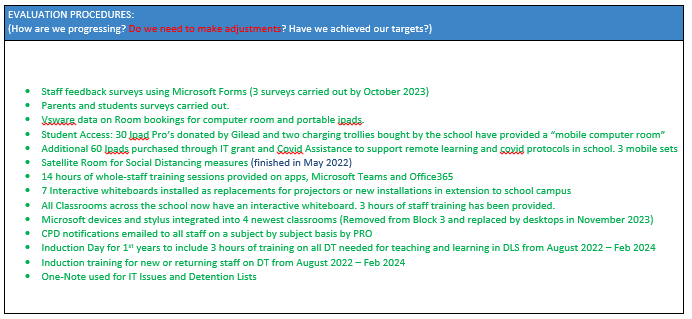
As we implement our improvement plan we will record:

* The **progress** made, and **adjustments** made, and **when**
* **Achievement of targets** (original and modified), and **when**



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**De La Salle Macroom**

**Our Self-Evaluation Report and Improvement Plan 2022/23**

Phase 3. Topic 1. (Input class assessments on vsware)

**1. Introduction**

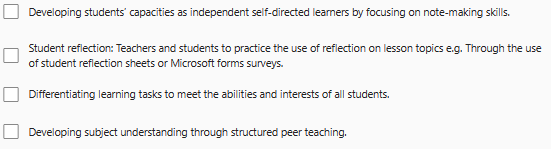
This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

* 1. **Outcomes of our last improvement plan**

Beginning of new cycle.

**1.2 The focus of this evaluation**

We undertook self-evaluation of teaching and learning during the period *September 2022* to *June 2023*. We identified the following as potential topics for the next phase of school self-evaluation. Based on circular 0056/2022 we also reflected on the impact of covid 19. We examined well-being, their motivation to learn and their engagement in learning.













Motivation to succeed in school was discussed and was linked in to many of the topics listed above.

Based on teacher surveys, parent surveys and student focus group discussions, Class test results on vsware was the topic chosen for the next topic of our SSE process. We feel that this would directly impact on students’ motivation to learn and their engagement in learning.

**2. Findings**

In order to research the effectiveness of teaching and learning within the school, we carried out surveys amongst teachers, students and parents.

**2.1 This is effective / very effective practice in our school**

We analysed the topics listed above to see if any of these were already effective, very effective or are already in the process of being improved within the school. Eg:

* Developing student IT skills is covered under our digital learning plan.
* Reporting on positive achievements in learning in the class is active in vsware but it also is being developed further by the well-being department under the SSE process.
* Many others are being developed through their engagement in CBAs.
* Differentiating learning tasks have been addressed and will be addressed in our JCT in-service in October 2023.
* We feel that the effects of covid on students learning experiences and students well-being are being addressed in the points listed above. Also teachers continue to carry out their teaching in line with the school mission statement and ethos of the school.

Mission statement:

**“Our community aims to assist our pupils to develop their full potential in a Christian environment.  In our school this vision will be achieved by mutual respect and co-operation amongst all partners in an open, safe and caring environment”**

**2.2. This is how we know**

* Teacher surveys were carried out during a staff meeting following discussions of the new phase of SSE. Teachers suggested areas in need of attention as listed above. A list was compiled and a Microsoft form created. The majority of teachers selected the use of vsware for reporting class assessments
* Student surveys and focus groups were carried out. Similar discussion were held with 2nd, 4th, and 6th focus groups and the outcome was the same. They felt that reporting results on vsware might be effective in motivating students to prepare well for class assessments.
* Parent surveys. Parents received an email outlining the next phase of SSE and also received a Microsoft form survey. Although the response rate was low, the majority of those who did respond also selected reporting results on vsware as their preferred topic for implementation.

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

Upon examining and evaluating the surveys given to parents, teachers and students, the following points were identified as areas of improvement.

* Class test results on vsware.

Potential positives from the initiative.

* Increase students motivation to prepare for class tests
* Increase communication between teacher and parent/gaurdian. There is the option on vsware to input numerical results but also comments.
* Allows parents/guardians to monitor their students’ progress more frequently.
* It will allow parents/guardians identify any concerns they may have to the teacher.
* Parent teacher meetings will be more productive as both parent and teacher will have the information prior to the meeting.
* Information is stored securely and easily accessed.
* It complements our previous SSE initiative (Developing Study skills).

**2.4 Looking at our School document and our evaluation process.**

The following areas of Learning and teaching from the Looking at our School document can be targeted and improved through use of vsware for reporting on class assessments.

* Learner outcomes
* Effective

Students are motivated to learn, and this is often linked to having a clear sense of attainable learning outcomes

* Highly effective

Students are motivated to learn through having a clear sense of attainable and challenging learning outcomes

* Effective

Students demonstrate good subject knowledge skills and understanding at an appropriate level, and demonstrate this at the relevant assessment points in the year or cycle

* Highly effective

Students demonstrate very good subject knowledge, skills and understanding at an appropriate level, and demonstrate this at the relevant assessment points in the year or cycle.

* Learner experiences
* Effective

Students take pride in their learning and follow the guidance they receive to improve it

* Highly effective

Students have a sense of ownership of their learning, take pride in it, and take responsibility for improving it

* *Teacher individual practice*
* Effective

Teachers maintain assessment records that are clear, useful and easy to interpret and share.

* Highly effective

Teachers maintain assessment records that are clear, useful, easy to interpret and share, and are tailored to students’ individual learning needs.

* *Teachers’ collective/collaborative practice*
* Effective

Teachers use parent-teacher meetings and other communication with parents constructively to support parents’ meaningful involvement in their children’s education.

* Highly effective

Teachers use parent-teacher meetings and other communication with parents very constructively to support parents’ meaningful involvement in

**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**

**Our Improvement Plan**

**Timeframe of this improvement plan is from 2018 to 2019**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Targets** | **Actions** | **Persons / groups responsible** | **Criteria for success** | **Progress and adjustments** | **Targets achieved** |
| Students will be aware of the new vsware structure and accept it as a positive part of their school experience.  Teachers based on agreements within their own subject department will record results/comments on the vsware system. | Students will be informed of this new approach to reporting. | All teachers  SSE committee  All teachers/ SSE committee. | Repeat surveys, review results and direct feedback from teachers, parents and students.  Repeat surveys, review of results and direct feedback from teachers, parents and students. | Plan will be re-evaluated in December 2023 to ensure that progress is occurring.  Teachers’ implementation will be reviewed in December 2023 in correlation with student review. | By June 2024 we hope to see the positive effect this will have had on students’ approaches to tests and exams.  We hope to see high numbers of parents accessing these results on a regular basis. |

**Wellbeing Policy Statement & Framework for Practice**

**Introduction**

This document records the outcomes of the findings of this self-evaluation, and our improvement plan, including targets and the actions we will implement to meet the targets.

**Outcomes of our last improvement plan**

Beginning of a new cycle.

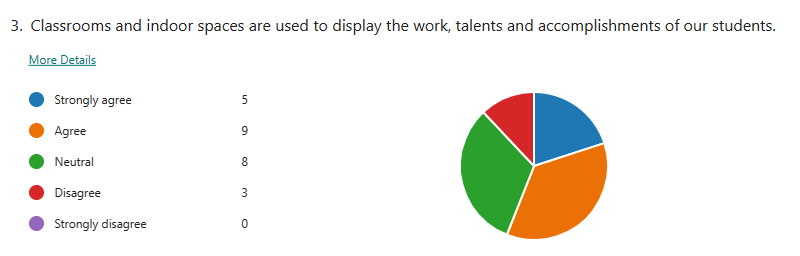
**The focus of this evaluation**

We undertook self-evaluation of Wellbeing promotion during the period September 2022 to June 2023.

In order to research the effectiveness of Wellbeing within the school, we carried out surveys of students, teachers and parents. Our target group of students were all first years.

**Findings from staff Survey**

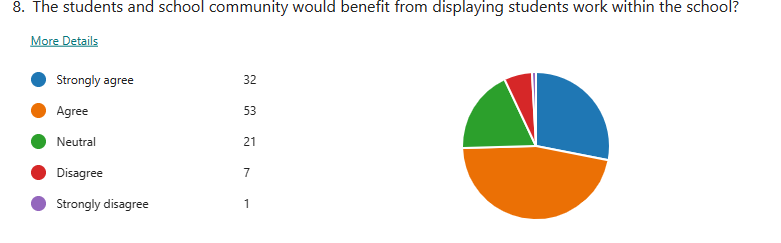
* School sports day
* Wellbeing displays around the school
* More fundraising events
* Wellbeing for staff
* Wellbeing days – bonding activities
* Be active day
* Whole school walk
* Wellbeing Wednesday
* Wellbeing ambassadors
* Compliments pop up stall that is run by the TYs
* Pay a compliment to someone (random acts of kindness)
* Monthly thank you notes to students and staff
* Mindfulness club
* Yoga club
* More active noticeboards to display students work
* Making students feel more at home (Ukrainian students)
* Outdoor seating areas for staff



Staff survey

**Findings from Parent’s survey**

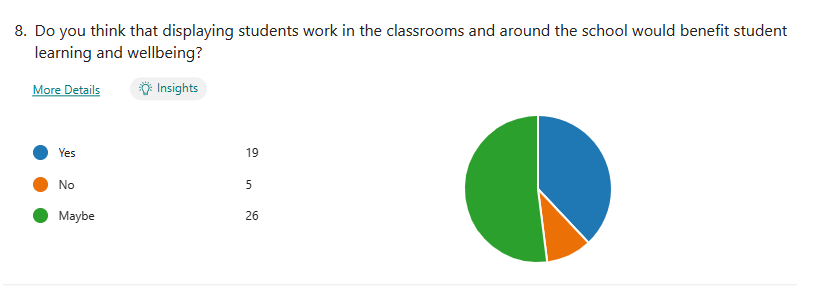
* Mental health check in
* Amount of homework
* More PE during wellbeing classes
* Yoga and meditation classes
* Make parents aware of the supports available to them
* Vegetable garden
* More clubs at lunchtime
* Make bonding trips an annual event



Parent’s survey

**Findings from First Year focus group.**

* Reduce the amount of homework
* Break in the middle of the 4 classes of the day
* Wellbeing subjects on days where they have a heavy timetable (not on PE day)
* Space in lockers
* More sports – table tennis, basketball
* More clubs/societies
* Extra class of PE



Students Survey

**This is how we know**

* Teacher surveys
* Parent surveys
* Student surveys
* Oral feedback from teachers and students

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

Upon examining and evaluating the surveys given to students, parents and teachers the following points were identified as areas of improvement.

* School Sports Day.
* Bonding trips for all Junior Cycle students.
* Display students work in the classrooms, corridors and in the hall.
* More lunchtime clubs/societies.
* No homework on the first Wednesday of the month to allow students to get involved with other activities that will benefit their wellbeing. (e.g. Wellbeing Wednesday)
* Staff Wellbeing Walk.

**Our improvement plan**

* 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**

# Our Improvement Plan

**Timeframe of this improvement plan is from Sept 2023 to June 2024**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Targets | Actions | Persons/groups responsible | Criteria for success | Progress & adjustments | Targets achieved |
| Students will develop an appreciation for looking after their wellbeing.  This will be done through displaying students work in the classrooms, corridors & hall.  Establishing lunchtime clubs/societies to cater for the inclusion of all students.  The establishment of Wellbeing Wednesday with First Years that will take place once a term. | First year students will be introduced to Wellbeing promotion and will be made aware of the targets.  Teachers will be asked to set up club/societies with their own hobbies/interest  All teachers will made aware of the improvement plan at the start of the academic year and targets explained. | Wellbeing teachers.  Wellbeing team.  First year focus group.  Subject teachers.  SSE committee.  Parents. | Repeat surveys, review of results and direct feedback from teachers and students | Plan will be re-evaluated in January 2024 to ensure that progress is occurring. | By June 2024, all first years will appreciate the need for looking after their wellbeing.  Student work will be displayed in classrooms & visible areas.  Clubs /societies will be running at lunchtime to help with inclusion of all students. |

**Appendix to School Self-Evaluation reports: policy checklist (Post-Primary)**

|  |  |  |  |
| --- | --- | --- | --- |
| Policy | Relevant legislation, circulars, guidelines | Has the policy been approved by the Board of Management? | If no, indicate aspects to be developed |
| Enrolment policy | Section 15(2)(d) of Education Act  Equal Status Acts 2000-2011  Circular M51/93 | Yes |  |
| Attendance and participation strategy[[1]](#footnote-1) | Circular M51/93  Section 22, Education (Welfare) Act 2000 | Yes |  |
| Code of behaviour, including anti-bullying policy[[2]](#footnote-2)  Dignity in the Workplace Charter | Circular M33/91  NEWB guidelines *Developing a Code of Behaviour: Guidelines for Schools*  Section 23, Education (Welfare) Act 2000  Equal Status Acts 2000-2011  *Anti-bullying Procedures for Primary and Post-primary schools* 2013, and Circular 45/13  Section 8(2)(b), Safety, Health and Welfare at Work Act 2005 | Yes |  |
| Child Protection policy | Circular 0065/2011 | Yes |  |
| Annual attendance report to Tusla and Parents’ Association | Section 21, Education (Welfare) Act 2000 | Yes |  |
| Health and Safety Statement | Health and Safety Act 2005  Section 20 | Yes |  |
| Critical Incident Management policy | Responding to Critical Incidents: Guidelines and Resource Materials, NEPS 2016 | Yes |  |
| Data protection | Data Protection Act 1988  Data Protection (Amendment) Act 2003  (DATA Legislation) | yes | In Process |
| Special educational needs / Inclusion policy[[3]](#footnote-3) | Education Act (1998)  Equal Status Acts (2000 to 2011),  Education (Welfare) Act (2000),  Education for Persons with Special Educational Needs Act (EPSEN)[[4]](#footnote-4) (2004)  Disability Act (2005))  Circular 0014/2017 | Yes |  |
| Relationships and sexuality education (RSE) policy | Circulars 37/2010, 23/2010, 0027/08 | Yes |  |
| Substance use policy | Department of Education and Skills Directive; guidelines issued to schools in 2002 | Yes |  |
| Internet acceptable use policy | National Council for Technology in Education (NCTE) Guidelines, 2012 ([www.webwise.ie](http://www.webwise.ie)) | Yes |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

1. Under the provisions of the Education (Welfare) Act (2000) (section 22) the school’s attendance strategy should conform to the provisions stipulated. [↑](#footnote-ref-1)
2. Under the provisions of the Education (Welfare) Act (2000) (section 23) the school’s code of behaviour should conform to the specifications stated. [↑](#footnote-ref-2)
3. Section 9 of the Education Act (1998) requires a school to “use its available resources” to identify and provide for the educational needs of those “with a disability or other special educational needs.” [↑](#footnote-ref-3)
4. The EPSEN Act requires that schools be inclusive of and provide an appropriate education for students with special educational needs. [↑](#footnote-ref-4)