



Loreto Balbriggan, Self Evaluation Report and Improvement Plan 2019-2020

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.

1.1 Outcomes of our last improvement plan from August 2017 to May 2018

- A smoothly functioning wifi network throughout the school.
- All staff and students are able to access G suite
- A number of the features of the G suite have been adopted and integrated into teaching and Learning.
- Significant training and mastery of specific features of G suite which facilitate collective and cooperative practice has been attained.
- A strategy to improve student's ability to become better self directed learners has been implemented and assessed.
- A continuing focus and embedding of strategies on literacy and numeracy as a whole school endeavour.
- The literacy strategy poster for BUG (Box, Underline and Glance) has been designed and printed.
- The development and roll out of a new focus for numeracy on linear measure.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *September 2018 to May 2019*.

Digital Learning

- Strategies to enhance and facilitate new and collaborative ways of teaching and learning to meet, in particular, the Digital Learning requirements of the new Junior Cycle programme.
- Teachers engage in professional online communities to help them continuously design, evaluate and modify learning opportunities for students across and beyond the curriculum. (Team Drives)(Google Classrooms)
- Students use appropriate digital technologies to foster their active, creative, and critical engagement in attaining challenging learning outcomes (Form class digital skills)
- Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation. (Google classrooms)

Self-Directed Learning

- Improving students ability to become better self directed learners.(Rolling out use of the self directed learning cycle)
- Students have the skills to modify and adapt their behaviour when required, and recognise the need to do so themselves.
- Students reflect on their behaviour and attitude to learning and are able to set meaningful personal goals as a result of their reflection.

Literacy

- Embed monitor and evaluate our current strategies (Key words, print rich environment and reading strategies).
- Identify strategies to promote the digital literacy levels of students

Numeracy

- Embed monitor and evaluate our current strategy (raw data to percentages, graphing progress in Journal)
- Linear measure.

2. Findings

2.1 This is effective / very effective practice in our school

Digital learning, Self -Directed learning, Literacy and numeracy strategies and initiatives are supported by a different committee of teachers for each aspect. The SSE Co-ordinator is a member of all committees. Each Committee reports to staff at every staff meeting.

Digital Learning

- Students use appropriate digital technologies to foster their active engagement in attaining appropriate learning outcomes.
- Teachers engage in professional development, lead and support colleagues in selecting and aligning digital technologies with effective learning strategies to expand learning opportunities for all students.
- Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students.
- All rooms are equipped with PC or laptop and AV projection capability which are heavily utilized. They are repaired and replaced as required.
- Staff are enthusiastic and proactive in ICT upskilling to meet the new ICT requirements of the JC Programme.

Self-Directed learning

- Students reflect on their progress as learners and develop a sense of ownership and responsibility for their learning.
- Teachers plan collaboratively for learning activities that enable students to make meaningful and progressively more challenging connections between learning in different subjects. .

Literacy

In line with the whole school development plan the whole school literacy strategies implemented across every curricular area are:

- Emphasis placed on the use of key words by having a print rich environment (2014-2016)
- Skim, Scan and Closed reading techniques (2016-2018)
- BUG (Box Underline Glance) strategy for approaching exam style question. (2018-2019)

Numeracy

In line with the whole school development plan the whole school numeracy strategies implemented across every curricular area are:

- Raw scores given in class allowing students to work out their percentage themselves
- Students recording and tracking exams results graphically in their Journals

2.2. This is how we know

Digital Learning

- Survey results- 410 Students responded to a survey on their use of G-Suite apps for teaching and learning. Results include the fact that 99.5% were member of a Google classroom. 51% had received homework in the previous two weeks which required them to use material posted on the google classroom.
- All Teachers have taken part in Digital learning CPD as part of their Croke parks hours in the academic year 2018-19. Certain members of staff received further training both nationally and internationally as part of Erasmus plus programs.
- Master teachers trained their colleagues in the set up and use of Google apps to enhance teaching and learning. Other digital competencies gained as part of CPD were shared as part of a teaching and learning group.
- Staff were invited to complete a reflection form on their digital competency , improvement and usage in the year 2018-2019. The results were recorded.

Self-Directed Learning

- 3rd and 6th Year students were given the opportunity to partake in a goal setting initiative to aid with self directed and independent learning. The information received was shared with all their teachers to inform teaching and learning allow personalised interventions and to make teachers aware of individual learners needs.
- A 3rd Focus group were interviewed to assess the value of this goal setting initiative.
- Teachers worked together collaboratively to devise a 5 class program to provide 1st, 2nd and 3rd year students with the skills and knowledge to develop Self-directed learning capacities.

Literacy

- A Department reflective review of literacy was carried out.

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

Digital Learning

- A Form class program to teach digital skills and navigation and use of the G suite apps will be given to all first year classes.
- Embedding the framework for Junior cycle. - Managing information- Using digital technology to access, manage and share content. Communication- Using digital technology to communicate. Being creative- stimulating creativity using digital technology.
- Every department will set up a team Drive to share teaching and learning resources
- We will strive to increase the number of teachers using google classroom for teaching and learning purposes.
- One second year class will use e-portfolios as a tool to showcase and reflect on Junior cycle pieces of work of their choice (CBA's /class work/assignments), with particular attention in their reflection to Junior cycle key skills. All first years will be introduced to google sites as a tool for learning.

Self-Directed learning

- We will roll out the use the self directed learning cycle as a means to improve self-directed learning.
- The 5 class program devised by the self-directed learning committee to reinforce the self-directed learning cycle will be implemented in form class for 1st, 2nd and 3rd Year students.
- The reflective goal setting task will be again offered to exam years and the results shared with all their teachers.

Literacy

Targets

- To implement and embed the BUG literacy strategy across the whole school
- To ask subject departments to engage in a reflection task on literacy in their subject area
- To evaluate subject department reflections on literacy and thereby identify strengths and weaknesses in the areas of literacy across the school
- To collaborate and consult with the Digital Learning Committee to identify strategies for improving the digital literacy of students
- To monitor and evaluate current strategies.

Numeracy

- To introduce linear measure activities in the school grounds.
- To monitor and assess impact of current strategies.

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 August 2019 to June 2020

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p><u>Digital Learning</u></p> <p>1. To enable the 1st year students to engage with the google suite to foster their active, creative and critical engagement in attaining stated Junior cycle learning outcomes.</p> <p>2. To aid teachers' collective/collaborative practice by working together to devise learning opportunities for students across the curriculum. Teachers will engage in professional online communities to help them continuously design, evaluate and modify learning opportunities for students across the curriculum.</p>	<p>A series of lessons provided to first years students on how to use the G suite and other digital literacies.</p> <p>Set up Departmental team drives.</p> <p>Sharing of knowledge and success stories in the use of google classroom.</p>	<p>Linda and Form teachers.</p> <p>Department heads and all staff</p> <p>Digital learning committee . Master Teachers.</p>	<p>An assessment of digital competency will be completed by these first year classes to evaluate competency and confidence.</p> <p>All departments have a Google team drive and share resources. The number of uploaded and shared files will be recorded. The number of staff and the way in which the staff using the drives will be recorded.</p> <p>An increase in the percentage of google classrooms used by teachers and students.</p>		<p>Lessons completed end Nov. 2019 by well being tutors.</p> <p>All department shared drives setup and audited for shared folders and files Oct. 2019. Master teacher team established (Oct. 2019)</p> <p>Google admin reports for Apps usage activity. Nov. 2019 . Student survey. May 2019.</p>

<p>3.To encourage second year students to have a sense of ownership of their work, take pride in it, and take responsibility for improving it using digital tools.</p>	<p>A second year class will use e-portfolios as a tool to showcase and reflect on Junior cycle pieces of work of their choice (CBA's /class work/assignments), with particular attention in their reflection to Junior cycle key skills. All first years will be introduced to google sites as a tool for learning.</p>	<p>Forbairt team, All staff.</p>	<p>The second year class will present their e portfolios to a group of teachers and management. A focus group of second year students and teachers will evaluate the success and possible applications of the strategy.</p>		<p>All first years have received an introductory lesson on the use of google sites to produce e-portfolios. (Nov.) Exemplar e-portfolios developed by staff. (Oct.) Student focus group data gathered. (Oct.) Shared information on SDL cycle at Sept. Staffmeeting and hard copies on desks. SEpt. 2019 Presented at 1st Year parent meeting. Nov. 2019</p>
<p><u>Self-Directed Learning</u></p> <p>1. To encourage student reflection on their progress as learners and development of a sense of ownership of and responsibility for their learning.</p>	<p>To roll out the use of the self directed learning cycle as a means to improve self-directed learning.Place newly designed poster in all classrooms. Educate all teachers on the cycle.</p>	<p>Self-directed learning committee. All staff.</p>	<p>Students reflect on their behaviour and attitude to learning and are able to set meaningful personal goals as a result of their reflection.</p>		<p>Posters of SDL in all classrooms. Sept. 2019</p>

<p>2. Students have the skills to modify and adapt their behaviour when required, and recognise the need to do so themselves.</p>	<p>To introduce a form class program to provide the skills for the students to use the self directed learning cycle effectively. Provide Form teachers with a 5 class lesson plan to aid with teaching and learning this topic.</p>	<p>Self -directed learning committee. Form Teachers. All staff.</p>	<p>Students have the skills to modify and adapt their behaviour when required, and recognise the need to do so themselves. Students surveys and focus groups will take place to assess the success or usefulness of this strategy.</p>		<p>Form class program on self directed learning has been delivered to 2nd and third years. Nov. 2019.</p>
<p>3. Students' achievements in summative assessments, including certificate examinations, is in line with or above expectations. Students bring about these achievements with the aid of reflective goal setting.</p>	<p>Set an online reflective goal setting task for all exam years. Share results with staff .</p>	<p>Independent learning committee, students , all staff.</p>	<p>Student improve goal setting skills for state exams. An increase in alignment between goal set and goal achieved.</p>		<p>6th Years have completed goal setting survey with form teacher. After 6th year parent teacher meeting Nov 2019 Data analyzed from last years 3rd year. Nov. 2019</p>
<p><u>Literacy</u></p> <p>To collaborate and consult with the Digital Learning Committee to identify strategies for improving the digital literacy of students.</p>	<p>To consult on an ongoing basis with the Digital Literacy Committee (Niamh McNally liaison)I</p>	<p>Literacy team, Digital literacy team. Forbairt team. All departments.</p>	<p>Students will show case e-portfolios to peers and teachers in a small focus group. Survey on experience.</p>		<p>Exemplar e-portfolios developed (Oct. 2019) Staff training in e-portfolio development (Oct. 2019)</p>

<p>Students experience opportunities to develop the skills and attitudes necessary for lifelong literacy.</p>	<p>To implement the BUG strategy across the whole school. Place posters in all class room. Encourage teachers to use the strategy in class. Audit classrooms to establish ongoing use and effectiveness of earlier strategies.</p>	<p>Literacy team . All teachers.</p>	<p>An uptake in usage of the BUG Strategy.</p>		
<p><u>Numeracy</u></p> <p>Students experience opportunities to develop the skills and attitudes necessary for lifelong numeracy.</p>	<p>Audit ongoing usage and impact of earlier devised and implemented strategies.</p> <p>To introduce linear measure activities in school grounds. A permanent measuring chart with height in cm to be installed.</p>	<p>Numeracy team. All staff.</p>	<p>Journal audit of graph usage. Teacher survey of raw data and percentage conversion usage in class. Test for improvement in graphing skills and understanding of percentages and comprehension of linear measure.</p> <p>Students knowledge of their height in the metric system increased.</p>		

SCHOOL SELF-EVALUATION, 2016-2020

