

Our Self Evaluation Report and Improvement Plan

St. Conleth's College

2018-19



1 Introduction

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

1.1 School Context

St Conleth's College is a fee-paying Secondary School with approximately 270 students. For many years, the school was a boys' school which accepted girls in 5th and 6th year but since 2016 it has been fully co-educational. Our school is co-located with a junior school.

1.2 Outcomes of our last improvements

In the 2017-18 school year we aimed to improve on the following aspects of teaching and learning:

- General student/teacher/parent relationships
- Numeracy
- Literacy
- Assessment for Learning

1.3 The focus of this evaluation

For the 2018-19 academic year, we aim to continue our focus on

- Numeracy
 - Literacy
 - Assessment for Learning
- and to add a new target
- Managing Myself

The evaluation was carried out in two ways. First, the teaching staff evaluated their 2017-18 subject targets in light of the classroom experience. We also requested parents and student to complete surveys. The results of the surveys are referred to below. In each case the results have been averaged out and are marked on a scale of 1 (poorest result) to 5 (full marks). We have compared our survey responses with last year.

In addition to the evaluations outlined in the SSE and SIP processes, we carry out an analysis of our students' academic performance versus the national average in all subjects in state exams and discuss our overall performance in an all-staff meeting.

2 Findings

The findings of our evaluation are outlined below.

2.1 Literacy

We have had some measures to improve student literacy in place since 2012, but tried to formalise these in 2017-18.

2.1.1 This is effective / very effective practice in our school

We extended our use of keywords across more subjects. In maths, our Junior Cycle students have been maintaining alphabetised lists of keywords which they add to year on year.

2.1.2 This is how we know

In class, many students are enthusiastic to maintain and add to their keywords. They also pay attention to keywords on classroom walls.

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

We will continue to highlight keywords across all subjects. In some subjects, we will be giving students short, specific keywords tests. We will also focus on how students can articulate answers and opinions on matters in the non-humanities subjects.

2.2 Numeracy

Last year we tried to promote the principles of numeracy across all subjects. For examples, most teachers gave test results as a mark “out of” a total score, and the students calculated their own percentages.

2.2.1 This is effective / very effective practice in our school

We have always encouraged 1st years to work without calculators. We thereby encourage all but the very weakest students to learn the proper handling of key skills such as fractions and handling of integers.

In addition our Junior cycle students have 4 classes per week (1st year) and 5 classes per week (2nd and 3rd year) and our Senior cycle students have 6.

2.2.2 This is how we know

Our student survey responses demonstrated a positive attitude to maths and mathematical concepts. Last year’s first years had a 5% improvement in their Maths Beliefs survey results.

In addition, we see the evidence of favourable results in maths in State Exams, well ahead of national averages.

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

This year we will be surveying our new first years on their maths beliefs at the start and end of first year and hope to see an improvement within the same cohort.

2.3 Assessment for Learning AfL

Our third primary focus for evaluation and improvement is the further deployment of AfL techniques in all teaching and learning throughout the school.

2.3.1 This is effective / very effective practice in our school

Our teachers have always used elements of AfL and this has been recognized and appreciated by our students. Many classrooms displayed examples of quality student work and more teachers tried peer reviewing and correcting of work.

2.3.2 This is how we know

Our survey of students in June 2018 showed improvements on the previous year in AfL practice. There was a 9% increase in students saying they discuss their and other students' work on a regular basis. There was a 6.5% increase overall across all aspects of AfL.

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

We will focus on the following aspects of AfL

- Making success criteria clear for our students
- Peer reviewing work
- Displaying examples of excellent work by other students.
- Encourage student reflection on their own work, especially in exams

2.4 Managing Myself

During our new Junior Cycle staff training day, the staff agreed to take developing the Key Skill "Managing Myself" as a target for school improvement.

2.4.1 This is effective / very effective practice in our school

We have always tried to get our Junior Cycle students to take responsibility for their own learning through the use of their Study Log. This year each subject is looking for ways to incorporate the theme into their practice.

2.4.2 This is how we know

Students and parents give positive feedback about the value of regular study (even if not all students appreciate the work involved in the Study Log). Parents regularly sign their son's/daughter's school journal.

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

- Every subject teacher will encourage all years to write down their homework in the school journal.
- Every subject teacher will explore aspects of managing myself within their syllabus (e.g. themes of characters in novels or historical figures and how they managed themselves.)
- Students in 1st year will be given projects to get them prepared for CBAs coming down the track in 2nd year.

2.5 Use of Technology in the classroom

Like last year, a brief mention is made here of the parallel activities in ICT improvements which are progressing well.

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**

Timeframe of this improvement plan is from Sept 2018 to June 2019

| Targets | Actions | Persons / groups responsible | Criteria for success | Progress and adjustments | Targets achieved |
|-----------------|---|--|--|---------------------------------|-------------------------|
| Literacy | <p>Maintain lists of keywords for all subjects Include definitions of terms in homework and class tests.</p> <p>Analysis of keyword understanding by 2nd years to be carried out at the start and end of the year.</p> | <p>All subject teachers</p> <p>English Department</p> | <p>We should see an improvement in the keywords section of class tests.</p> <p>Measure the performance in this analysis at the end of the year – aim to see an improvement in performance.</p> | | |
| Numeracy | <p>Get students to calculate their own percentages for class tests.</p> <p>Examine 1st years' attitude to Maths at start and end of year</p> <p>Language classes focus building familiarity with numbers, dates, prices, ages, page numbers in</p> | <p>All subject teachers</p> <p>1st Year Maths teachers GNA , MP % GC</p> <p>Language teachers</p> | <p>Students should be able to do this without help.</p> <p>We should see a more positive attitude towards maths in our survey results</p> | | |

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| | <p>books and games such as bingo.</p> <p>History/geography to explore numeric aspects of their courses and how sequencing and estimating can aid understanding.</p> | Subject teachers | | | |
| Assessment for Learning (AfL) | <p>Continue to: Encourage peer review of student work</p> <p>Provide students with clear criteria for success Display examples of quality work Encourage student reflection on their work Use of “minute papers” – a quick reflection at the end of class on what was learned</p> | Subject teachers | <p>Students will be more confident in reviewing their own and others’ work. Students will be aware of the appropriate attainable standards they should be achieving.</p> | | |
| Managing Myself | <p>Assist students in their planning for</p> <ul style="list-style-type: none"> • Materials for class • Study • Sports balance • Homework • Wellbeing | All subject teachers | <p>Students will be more organised, especially in 1st year.</p> | | |

