Welcome to the first SSE update,

The aim of this newsletter it to inform teachers, parents and students of where the school is in relation to our school self-evaluation process.

Currently we are engaging in the 3rd strand of School Self Evaluation – Strand 3: Teaching and learning.

The other two strands that we have been working on and continue to work on embedding in the school are Strand 1: Numeracy and Strand 2: Literacy.

School self-evaluation in a 6 step process :

1. **<u>Identify focus:</u>** In this step, we identify the focus for the initial inquiry. To do this we use the SSE Guidelines (2016) and make use of the domains and standards in the Quality Framework Looking at Our School (2016 to help us to focus the inquiry.

2. **<u>Gather Evidence:</u>** Using the guidelines, we consider the evaluation approaches that are most suitable to our school context. The types of evidence required depend on the focus of the evaluation and the domains and standards that we are using to focus the evaluation. We collect from a variety of sources including teachers, learners, parents and school management.

3. **<u>Analyse and Make Judgements:</u>** The evidence collected in step 2 is analysed. we then look to the SSE guidelines (2016) and use the statements of practice to make judgements on the aspects of provision that are already effective and identify those areas that need to be improved.

4. **<u>Write and Share SSE Report and Improvement Plan</u>:** within each strand of SSE we prepare a short Report and Improvement Plan, based on the strengths and areas for improvement identified in step 3. The plan details the improvement targets and the actions that will help the school to bring about the improvements. A summary report and plan is then shared with the school community.

5. **<u>Put Improvement Plan Into Action:</u>** This is the is most crucial part of the six-step process. This is where, individual teachers, subject departments and school leaders implement the agreed actions to bring about the desired improvement. This is a continuous process where we look to ensure that each strand is being embedded in the school while new strands and actions with in them are being rolled out. This step looks different in every school and for each evaluation.

6. **<u>Monitor Actions and Evaluate Impact:</u>** This step is closely linked to step 5. As the improvement plan is being put into action, the school monitors the actions as they are rolled out. It is important to consider the experiences of teachers and learners as well as the impact of the changes on learning. Sometimes, there may be evidence to suggest that the targets and actions need to be adjusted, reframed or amended. This is all part of the improvement process.

Strand 1:
Numeracy

Our strengths:

- Most of our students like Maths.
- Majority of students want to improve their Maths skills.
- Many students want to choose to study Maths at higher level.
- Approximately 60% of students recognise they use Numeracy skills in their everyday life.
- Many students do check their work for mistakes.
- Students can identify that there is usually more than one way to solve a problem.
- Students are interested in finding solutions to problems.
- Many students are aware of Numeracy in other subjects.

Summary of main areas requiring improvement

- Students need to improve on their understanding of numeracy words.

- Students still need to work on explaining numeracy terms in their own words.

- Many students do not estimate an answer before they work it out.

- Students fail to see that their Maths skills and procedures are used across all subjects.

Our Targets for improvement
2019/2020

- 1st year focus on changing marks into a percentage.
- Teachers to highlight numeracy moments in the classroom (these could be placed in a shared folder on one drive so we have a bank of them).
- Numeracy words (10 words identified by subject departments at start up) that appear in exam papers to be displayed. These will be distributed to teachers by January.
- Increase students awareness of these numeracy words across all subjects.

Strand 2:

Literacy

Our strengths:

- Whole school approach to exam related literacy. All teachers and departments collaborated to create classroom posters that relate to the key exam related literacy terms 55.7% of students agree and %strongly agree.
- Keyword section has been integrated into student journal for the current academic year.
- The Rooted in Reading initiative was very successful in encouraging 1st year students to read for pleasure. This will be rolled out again this coming year
- 33% of students agree and 26.1% strongly agree that they **like to read.**
- Almost **90%** of our students recognise that reading is important.

Summary of main areas requiring improvement

- **58%** of our students **do not read for pleasure** outside of school
- **39.9%** of our junior cycle students **do not like to read**
- Need to reinvigorate previous targets and initiatives to embed the SSE process since 2016
- 50% of students sometimes and 20.5% of students never have a book in their bag for D.E.A.R
- Ensuring that as a staff we endeavour to highlight key words or write them on the board for students and integrate it into our daily practice so as to broaden student vocabulary and help students to apply key concepts across their subjects (**34% of students stated that words are always put on the board for them and 68% said that words are only sometimes written on the board**)
- Need to improve student literacy in relation to the language of learning objectives and success criteria in line with Junior Cycle and Strand 3 of SSE.

Our Targets for improvement
2019/2020

- To increase the percentage of students surveyed at Junior Cycle (with a specific focus on 1st and 2nd years) **reading for pleasure** outside of school
- To encourage and increase student's **enjoyment of reading across the school**
- Improve student recognition and understanding of **language in relation to learning objectives and success criteria**
- To increase the number of 1st and 2nd year students have a have a **book in their bag for D.E.A.R or have access to books** in the school for that purpose
- To make **key words** an integral part of every lesson for students to **increase their vocabulary** by increasing the number of classes where **key words are always written on the board** for students to take down

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Strand 3:

Teaching and Learning

Our strengths:

- **Teachers encourage students to do their best** -28.22% strongly agree 41.58% agree
- **Students are given opportunities and encouraged to work with others** 9.95% strongly agree 60.20% agree
- **Homework is corrected regularly** 18.32% Strongly agree 54.46 agree
- **Students are getting on well with school work** 11.44 strongly agree 53.23 agree

Summary of main areas requiring improvement ·

- 3% of students strongly agree and 45.27% agree that classes are **interesting**
- 11.39% of students strongly agree and 47.03% agree that **teachers talk to them about how to improve their learning** ·

Our targets for improvement
2019/2020

1. Increase student attainment
2. Share the learning intention with students for the purposes of clarity and student engagement in the lesson
3. Improve standard of work submitted by sharing success criteria with student and giving them formative feedback to help them to improve