



Loch Garman

Coláiste Éamonn Rís

Thomas Street, Wexford

School Improvement Plan

Teaching and Learning

2017-2020

INTRODUCTION

SUMMARY OF MAIN STRENGTHS

1.1 OUR SCHOOL HAS STRENGTHS IN THE FOLLOWING AREAS:

- Quality of teaching and learning is good to very good.
- Good learning atmosphere in the school with very positive inter-personal relationships between teachers and students and good classroom management.
- Good use of ICT to enhance teaching and learning.
- Good level of achievement in state exams.
- Some subject plans of are of an exemplary standard.

SUMMARY OF MAIN AREAS PRIORITISED FOR IMPROVEMENT

- Promote teaching methodologies that support student participation and active learning
- Promote explicit instruction of purpose and content of lesson as well as establishing learning outcomes in terms of what students should know and be able to do by the end of a lesson
- Greater use of differentiated approaches to questioning
- Greater use of ICT
- Explore use of graphic organisers to support students' concept attainment and learning
- Implementation of whole school Homework Policy-assignment of homework/monitoring of homework
- Consistent adoption of AFL principles-formative feedback etc.

Target No.1 Use of Bloom's Taxonomy when framing questions					
Improvement Targets	Required Actions	Person(s) Responsible	Timeframe for Actions	Success Criteria/Measurable Outcomes	Review Date
By the end of Year 1 75% of teachers will be actively considering Blooms Taxonomy when framing questions: Year 2 85% Year 3 95%	1. Bloom's Taxonomy graphic in a/Teachers' Journals b/Students' Diaries c/On teachers' desks d/Classroom Displays e/Corridors-(1)Murals (2)Diagrams	1a Principal 1b Principal 1c Hanna Turner 1d Colleen Hayes 1e (1) Principal (2) Colleen Hayes	1a June 2017/18/19 1b June 2017/18/19 1c February 2017-February 2018 1d February 2017-February 2018 1e (1) May 2017 (2) February 2017-February 2018	Staff survey September 2018 September 2019 September 2020	October 2017 October 2018 October 2019
	2. Explicit instruction of students in terms in Bloom's to all J.C. students	First Year SPHE teachers Second Year SPHE teachers Third Year SPHE teachers	October 2017 October 2018 October 2019	Staff survey September 2018 September 2019 September 2020	October 2017 October 2018 October 2019

Target No.2 Staff Training in Instructional Tactics					
Improvement Targets	Required Actions	Person(s) Responsible	Timeframe for Actions	Success Criteria/Measurable Outcomes	Review Date
By end of Year 1 Staff will have received inservice on a/Framing Questions b/Instructional Tactics	Provision of Staff Inservice on a/Framing Questions b/Instructional Tactics c/Lesson Design d/Co-operative learning e/Differentiated teaching	a-d Principal/Colleen Hayes/Bridín Roche e PDST	2016-17 a/b 2017-18 c 2018-19 d 2017-18 e	Staff Survey October 2017 October 2018 October 2019	October 2017 October 2018 October 2019
By the end of Year 2 Staff will have received inservice on Lesson Design By the end of Year 3 Staff will have received inservice on Co-operative Learning	Training of Staff Trainers	Principal-Instructional Leadership Course with Prof. Barrie Bennett	Year 1 Staff Cohort 1- Bridín Roche/Colleen Hayes/Michael McMahon Year 1-2 Staff Cohort 2 -Sinéad Breen/Caroline O'Brien/Ruth Ivers Year 2-3 Staff Cohort 3 Donal Howlin/Hanna Turner/John Hegarty	Attendance at same	October 2017 October 2018 October 2019

Target No.3 Teachers sharing learning outcomes					
Improvement Targets	Required Actions	Person(s) Responsible	Timeframe for Actions	Success Criteria/Measurable Outcomes	Review Date
By end of Year 1 60% of staff will share learning outcomes in every lesson	Provision of Staff Inservice on importance of sharing of learning outcomes with students	Instructional Leadership Team	September 2017 September 2018 September 2019	Staff Survey October 2017 October 2018 October 2019	October 2017 October 2018 October 2019
By the end of Year 2 70% of staff will share learning outcomes in every lesson By the end of Year 3 80% of staff will share learning outcomes in every lesson	Installation of Outcome Boards in classrooms	Principal	December 2017 and September 2018	Survey of rooms	December 2017 October 2018

PROGRESS MADE ON PREVIOUSLY IDENTIFIED TARGETS IN CURRENT SIP

SSE-Literacy Report End of Year 3 (2013-16)

Literacy Progress Report

September 2016

Target No. 1 – Reading for Pleasure

To increase the number of students (First Year 2013) reading more than 2 non-syllabus books in each of their three years of Junior Cycle in secondary school by 5% in Year 1 (2013/2014), 4% in Year 2 (2014/2015) and 5% in Year 3 (2015/2016).

Year 1

Target for 2013/2014 was to increase the number of 1st year students reading more than 2 non syllabus books for pleasure by 5%.

- In September 2013 the students were surveyed on their induction day and the result was that **47%** had read more than 2 non syllabus books

(This figure consisted of 23% reading 3 / 4 books and 24% reading 5 or more.)

- In May 2014 the same students were surveyed again and the total number of students who had read 2 or more non syllabus books since September 2013 was **59%**.

(This figure consisted of 38% reading 3 / 4 books and 21% reading 5 or more.)

- This means that there was an **increase of 12%** over the academic year, much more than .projection of 5%.

Year 2

Target for 2014/2015 was to increase this figure by a further 4% during their 2nd Year,

- In May the students were surveyed and those reading more than 2 non syllabus books was 46%

(This figure consisted of 29% reading 3 or 4 books and 17% reading 5 or more.)

- This figure shows a **decrease of 13%** over the year.

Year 3

Target for 2015/2016 was to increase figure by 3% during their 3rd Year.

- In May they were surveyed once again and it was found that the final figure for this cohort was 29%

(This was made up of 15% reading 3 or 4 books and 14% reading 5 or more.)

- This figure shows a further **decrease of 17%** over the year, once again not reaching the target set.

Target No. 2 – Higher Level English Leaving Certificate

To increase the number of students taking Higher Level English in the Leaving Certificate from 49% to 52% by 2014, from 52% to 55% by 2015 and from 55 % to 58% by 2016.

Year 1

Target for 2013/2014 was to increase the number of students taking Higher Level English in the Leaving Certificate from 49% (average for last 4 years) to 52%.

- In **2014 67%** of students sat the Higher Level English exam for their Leaving Certificate far surpassing the projected figure.
- This means there was an increase of 18% , the plan outlines an aim of increasing by 3%.

Year 2

Target for 2014/2015 was to reach 55%

- In **2015 58%** took Higher Level English for their Leaving Certificate.
- Even though this was less than last year it still surpassed target.

Year 3

Target for 2015/2016 was to increase figure to 58%

- In **2016 59%** sat Higher Level English.
- This means we have reached our target and must aim to maintain these levels.

Target No. 3 – Improving Students’ Oracy Skills

Decrease the number of students (First Year cohort 2013/2914) who do not like to speak in front of their class by 10% in Year 1, 10% in Year 2 and 5% in Year 3.

Year 1

Target for 2013/2014 was to decrease the number of students in First Year who do not like speaking in front of their class by 10%.

- Survey regarding their confidence speaking in front of the class at the start of the school year was carried out. The survey asked students to rate themselves on a scale of 1 – 5 .

(1 = not confident at all, 2 = not confident, 3 = comfortable, 4 = confident, 5 = very confident).

32% (1), 30% (2), 27% (3), 7% (4), 4% (5)

- The survey was repeated in May using the same scale.

17% (!), 5% (2), 27% (3), 25% (4), 26% (5)

- There was an overall **decrease of 40%** in the cohort regarding their confidence.(A drop 15% of those who felt not confident at all and a drop 25% of those who felt not confident)

Year 2

Target for 2014/2015 was to decrease number by another 10%

- Survey regarding their confidence speaking in front of the class at the start of the school year was carried out. The survey asked students to rate themselves on a scale of 1 – 5 .

(1 = not confident at all, 2 = not confident, 3 = comfortable, 4 = confident, 5 = very confident).

14.5% (1) 16.9%(2) 24.1% (3) 28.9% (4) 15.7 % (5)

This year there was no decrease in figure regarding those who do not like to speak in front of a group.

Year 3

Target for 2015/2016 was to decrease the figure by 5%.

- Survey regarding their confidence speaking in front of the class at the start of the school year was carried out. The survey asked students to rate themselves on a scale of 1 – 5 .

(1 = not confident at all, 4 = not confident, 3 = comfortable, 4 = confident, 5 = very confident).

17.3% (1) 17.2%(2) 24.7% (3) 16% (4) 24.7 % (5)

This year there was no decrease in figure who do not like to speak in front of a group in face confidence dropped this year.

However

(1 = not confident at all, 4 = not confident, 3 = comfortable, 4 = confident, 5 = very confident).

	<u>September '13</u>	<u>May '16</u>
1	32%	17.3%
2	30%	17.3%
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3	27%	24.7%
4	7%	16%
5	4%	24.7%

Over the 3 years there was an overall decrease of 27.4% in the numbers who do not like to speak in front of others.

(A drop of 14.7% of those who felt not confident at all and a drop of 12.7% of those who felt not confident)

SSE-Numeracy Report-End of Year 2 (2015-16)

Target 1: Improve students' self-confidence around numeracy with a view to increasing the number of students aspiring to take/taking higher level Maths at Junior Cert level.

Target set: Increase numbers of students in first year (2014-2015) who aspire to do higher level maths in third year (2016-2017) from 30% to 50%

Target achieved: We currently have 52% doing higher level maths in third year.

Target 2: Increase the competency of First Year students in a range of mathematical concepts and operations.

Target set: To increase the proficiency level on the competency test as set out below.

Skill	Pre-test proficiency Sept 2014	Target set Sept 2016	Target achieved Sept 2015
Probability	23%	60%	58%
Units of Measure	41%	60%	53%
Fractions	42%	55%	51%
Problem –solving	22%	45%	41%
VAT/Percentage	39%	50%	48%

Reaction: We achieved our targets (more or less) in most of the areas. However, Units of Measure fell below our desired target so we need to review this. It was obviously too aspirational. Probability has improved which is a great result as we were concerned about this last year.

Target 3: To reduce the number of students that fail Ordinary level Maths at Leaving Cert level.

Target set: To reduce the percentage failing Ordinary Level Leaving cert Maths from 16% (2013-2014) to 10% (2015-2016).

Target achieved: The number who failed Ordinary Level Maths in 2016 was only 7.27%

Reaction: The team are delighted that we have achieved such a huge reduction in the number of students who failed the Ordinary Level. This was partly due to an increase in the number of students sitting Foundation Level and the inclusion of another maths teacher on the line who worked with a small number of students who were at risk of failing. Unfortunately there was an increase in those failing from the previous year (1%). This was partly due to the fact that some students ignored their teacher's recommendation that they should do Foundation Level. The students who failed had poor attendance records, which contributed to their result.