

SSE Review – Academic Year 2017-18

Strengths

- Our school has a clear student-centred focus where the holistic development of each student is to the fore.
- The quality of learning and teaching is very good and in many instances excellent.
- Teachers reflect on and develop teaching practices in an open manner through a range of initiatives.
- There is a culture of improvement and collaboration in teaching and learning.
- Students feel that “Teachers encourage me to do the best I can”
- Excellent use of pair and group work.
- Very good teaching methodologies are in use.
- Learning is made relevant to students.
- Teachers collaborate effectively and regularly participate in professional dialogue around improving learning and teaching.

Summary of Main Areas Prioritised for Improvement

- Hour long classes – ensuring that effective student engagement is increased and maintained and that time is effectively used to maximise deep learning.
- Greater opportunities to be provided for students to ‘do’ something with the information in order to deepen learning and provide opportunities for critical thinking and problem solving.
- Developing Independent Learners - Sharing of success criteria in order to enhance student role in their own learning and in preparation for new junior cycle skills requirements.
- Work on strategic questioning is advanced and shared in order to ensure a good balance between higher order and closed questions.

Actions to Support Improvement

- Ongoing Magenta CPD and JCT training
- Student and staff surveys
- Professional dialogue – formal and informal – hubs, peer mentoring etc
- L&T Core Team monitoring and reviewing through implementation and consolidation periods

School Improvement Plan 2017-20 - Progress for Academic Year 2017-18

Learning & Teaching

Our aim over the next 3 years is to increase the level of student led/focused learning activities in class (as oppose to teacher led tasks/discussion/instruction) in order that students demonstrate a very high level of interest and participation in lessons. We aimed to increase by 15% the amount of class periods where student led/directed tasks account for more than 50% of class time. Specific emphasis was placed on student centred/led activities for a significant portion of the hour class. An element of The Magenta Principles has been included in each lesson in order to focus on what students are required to ‘DO’ with the information to encourage deeper leaning.

Progress for 2017-18 has been moderate, but positive. While the percentage only increased by 5% (staff) and 7% (students), we were only in the first year of hour long classes and still in the process of enabling all staff to access Magenta training. Having reviewed the year through mini surveys of staff as well as discussion with the L&T team and DES SSE Advisory, we have decided to continue to further consolidate the student engagement and participation element of our SIP. This will include spending more time on embedding Magenta methodologies for 2018-19, as well as re-visiting the work previously done on effective group work in order to further enhance the quality of student participation in learning in 2019-20. The investigation stage of our new area, addressing success criteria to progress learning, will be deferred to 2019-20.

Literacy

Prior to the initiative 65% percent of students said they did not feel comfortable reading aloud in class. 88% of teachers said they asked for volunteers when reading in class as many students did not like to read. Of these, 75% said that the same 4-6 students volunteered each time.

Our aim was to increase the level of students' confidence in reading aloud in pairs/small groups. Teachers were conscious of opportunities for students to read aloud in pairs when planning lessons. Instead of reading to themselves students were encouraged to read aloud in pairs and/or small groups.

Progress this year was good. Initial consultation with teachers and subject departments shows that the strategy is proving particularly successful with 1st, 2nd & 3rd Years. Greater focus will be placed on 3rd year going through to 5th Year for 2018-19 in order to maintain progress made through to Senior Cycle.

Two members of the team reported that they had encourage their students to use the read aloud technique at home when they are studying or doing homework. A number of these students have reported to have a much better understanding of the material they are reading when they use this technique. This will form a significant part of our evaluation in 2018-19. Read aloud will continue in class in order to make further progress, but students across all year groups will be encouraged to use the technique at home and for individual study also. A full review and evaluation will take place at the end of Term 2 in 2018-19.

Numeracy

During 2017-18 a new Numeracy Team was established and baseline surveys conducted into areas of numerical challenge across the curriculum. The most common areas of numeracy highlighted included roman numerals, mental arithmetic, percentages, time, scaling/ratio and interpreting graphs. Roman numerals and mental arithmetic will be the areas of focus for 2018-19.

Additional areas of improvement in Numeracy for 2017-18 included a subject department schedule for Numeracy Board, ensuring all classrooms have clocks and calendars and increasing references to numeracy in subject planning.

For 2018-19 additional numeracy development will include Numeracy Week (separate from Maths Week) and the team will begin to look at engaging parents and ensuring they are informed of numeracy challenges and developments.



<p>Summary of Main Strengths</p> <p><i>Sources</i></p> <p>~ WSE May 2017 ~ Student Surveys ~ Staff Surveys ~ L&T Core Team Research</p>	<ul style="list-style-type: none"> ● Our school has a clear student-centred focus where the holistic development of each student is to the fore. ● The quality of learning and teaching is very good and, in many instances, excellent. ● Teachers reflect on and develop teaching practices in an open manner through a range of initiatives. ● There is a culture of improvement and collaboration in teaching and learning. ● Students feel that “Teachers encourage me to do the best I can” ● Excellent use of pair and group work. ● Very good teaching methodologies are in use. ● Learning is made relevant to students. ● Teachers collaborate effectively and regularly participate in professional dialogue around improving learning and teaching.
<p>Summary of Main Areas Prioritised for Improvement</p>	<ul style="list-style-type: none"> ● Hour long classes – ensuring that effective student engagement is increased and maintained, and that time is effectively used to maximise deep learning. ● Greater opportunities to be provided for students to ‘do’ something with the information in order to deepen learning and provide opportunities for critical thinking and problem solving. ● Developing Independent Learners - Sharing of success criteria in order to enhance student role in their own learning and in preparation for new junior cycle skills requirements. ● Work on strategic questioning is advanced and shared in order to ensure a good balance between higher order and closed questions.
<p>Actions to Support Implementation of School Improvement Plan</p>	<ul style="list-style-type: none"> ● Ongoing Magenta CPD and JCT training ● Student and staff surveys ● Professional dialogue – formal and informal – hubs, peer mentoring etc ● L&T Core Team monitoring and reviewing through implementation and consolidation periods



Targets	Actions	Personnel	Time Scale	Criteria for success	Progress and adjustments
<p>To increase the level of student led/focused learning activities in class (as oppose to teacher led tasks/discussion/instruction) in order that students demonstrate a very high level of interest and participation in lessons.</p> <p>Increase by 15% the amount of lessons where student led/directed learning/tasks account for more than 50% of class time.</p>	<p>Specific emphasis will be placed on student centred/led activities for a significant portion of the hour class.</p> <p>An element of The Magenta Principles will be included in each lesson in order to focus on what students are required to ‘DO’ with the information</p>	<p>L&T Core Group</p> <p>L&T Hubs</p> <p>All subject teachers</p>	<p>2017-18 Implementation</p> <p>2018-19 Consolidation</p> <p>2019-20 Review</p>	<p>Students demonstrate a very high level of interest & participation in lessons. (LAOS)</p> <p>Students feel able to contribute their opinions and experiences to class discussions. They listen respectfully to the opinions and experiences of their classmates (LAOS)</p> <p>Teachers deliver highly effective instruction which is directed at eliciting deep student engagement. (LAOS)</p> <p>Teachers skilfully manage their own input to optimise student participation and response. (LAOS)</p> <p>The percentage of lessons where student led/directed learning/tasks account for more than 50% of class time is increased by 15% Baseline - 65% staff and 54% students 2017-18 - increase of 5% (staff) & 7% (students)</p>	<p>Individual teacher reflection - ongoing</p> <p>Collaborative discussion and review - Teachers will reflect on and discuss progress/challenges in subject dept and/or hubs</p> <p>Student & Staff surveys</p> <p>Re-visit work previously done on effective group work in order to further enhance depth of student learning.</p>
<p>To improve by 20% the effectiveness of group work in order that students are able to work collaboratively and purposefully, and thus demonstrate a high level of interest and participation in lessons</p>	<p>Re-visit work previously done on effective group work and review current practice</p> <p>Identify two strategies to improve group work which will be used across the school.</p>	<p>L&T Core Group</p> <p>L&T Hubs</p> <p>All subject teachers</p>	<p>2018-19 Investigation Deferred to consolidate above</p> <p>2019-20 Implementation</p> <p>2020-21 Consolidation</p> <p>2021-22 Review</p>	<p>Students are able to work both independently & collaboratively in a very purposeful & productive manner (LAOS)</p> <p>Students feel able to contribute their opinions & experiences to class discussions. They listen respectfully to the opinions & experiences of their classmates (LAOS)</p> <p>Students learning is deepened and enhanced by pair/group work.</p> <p>80% of teachers & 83% of students feel that group work is very effective when used. (Baseline Summary - 59% staff /63% students feel group work is very effective/useful in lessons)</p>	<p>Collaborative discussion and review - Teachers will reflect on and discuss progress/challenges in subject dept and/or hubs.</p> <p>Students will reflect on their learning from group work</p> <p>Student & Staff surveys</p>
<p>To increase students’ awareness & improve use of success criteria, in order to progress learning so that students feel they are an integral part of their own learning.</p>	<p>Teachers will share success criteria in advance with students for selected pieces of work.</p> <p>Students will be involved in the development of success criteria for a selection of their assignments/work</p>	<p>L&T Core Group</p> <p>All subject teachers</p>	<p>Deferred to allow further consolidation and progress with above.</p> <p>2019-20 Investigation</p> <p>2020-21 Implementation</p>	<p>Students are motivated to learn through having a clear sense of attainable and challenging outcomes</p> <p>Students understand and can explain the purpose of the learning task they are engaged in.</p>	<p>Collaborative discussion and review - Teachers will reflect on and discuss progress/challenges in subject dept and/or hubs.</p> <p>Student reflections</p> <p>Student & Staff surveys</p>



Presentation Secondary School, Milltown – School Improvement Plan

Sept 2017 to May 2020



Targets	Actions	Personnel	Time Scale	Criteria for success	Progress and adjustments
To increase the level of students' confidence in reading aloud in pairs/small groups.	<p>Teachers will be conscious of opportunities for students to read aloud in pairs when planning lessons. Instead of reading to themselves students will be encouraged to read aloud in pairs and/or small groups</p> <p>Where confidence is low text may be very short (sentence or two) and can be gradually built up.</p>	<p>Literacy Link Teacher & Literacy Core Group</p> <p>All subject teachers</p>	<p>2017-18 Implementation</p> <p>2018-19 Consolidation</p> <p>2019-20 Review</p>	Students are more confident reading aloud in pairs and/or in small groups	<p>Individual teacher reflection - ongoing</p> <p>Collaborative discussion and review - Teachers will reflect on and discuss progress/challenges in subject dept</p>
To improve by 20% students' confidence in using specific numerical elements across the curriculum	<p>Identification of specific areas of numeracy challenge for students in a range of subjects</p> <p>Phase 1 <i>Roman Numerals & Mental Arithmetic</i></p> <p>Phase 2 <i>Percentages & Time</i></p> <p>Adoption of a strategy(ies) to improve confidence in these areas</p> <p>Monitoring & review through implementation and consolidation period</p>	<p>Numeracy Link Teacher & Numeracy Core Group</p> <p>All subject teachers</p>	<p>2017-18 Investigation & Identification</p> <p>2018-19 Phase 1 - Implementation</p> <p>2019-20 Phase 2 - Implementation Phase 1 - Consolidation</p> <p>2020-21 Phase 2 - Consolidation & Review</p>	Students are confident and competent in the numeracy elements of each of their subjects	<p>Individual teacher reflection - ongoing</p> <p>Collaborative discussion and review - Teachers will reflect on and discuss progress/challenges in subject dept</p>