

SSE Review – Academic Year 2018-19

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”
- 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

- Re-visiting of effective group work strategies – As greater proportion of lessons are now student-led learning/discussions the importance of ensuring group work is effective has come to the fore again.
- Continue to increase opportunities for students to ‘do’ something with the information in order to deepen learning and provide opportunities for critical thinking and problem solving, as well as increasing interest and participation in lessons – Magenta.
- Developing Independent Learners - Sharing success criteria in order to enhance student role in their own learning & 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/feedback
- 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 2018-19

Learning & Teaching

Our aim has been 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.

Progress for 2018-19 - Our aim was to increase to 80% (from 65% - Staff) and 69% (from 54% - students) the number of lessons where student led/directed tasks account for more than 50% of class time. Specific emphasis has been placed on student centred/led activities for a significant portion of the hour class using elements of The Magenta Principles in each lesson. Thus far we have achieved increases of 11.6% (Staff) and 13% (Students). Use of Magenta will continue to focus on what students are required to ‘DO’ with the information in order to encourage deeper leaning and to reach the 80% and 69% targets by June 2020.

On reflection with L&T Core Team and Hubs and after discussion with DES SSE Advisory the investigation stage of out next area for improvement (re-visiting the work previously done on effective group work) was deferred in order to allow more effective consolidation of The Magenta Principles. However, the investigation stage of this was in fact completed in May 2019 which allows the implementation stage to go ahead as planned in 2019-20. As a greater proportion of lessons now have increased levels of student-led learning/discussions, the importance of ensuring very effective pair/group work is a priority. Investigation for the new area addressing success criteria to progress learning and deepen student engagement will begin in 2019-20.

Literacy

Our aim this year was to increase the level of students' confidence in reading aloud in pairs/small groups. Based on findings last year, teachers also promoted the use of the Read Aloud strategy at home when studying or completing homework.

67% of students reported that their confidence in reading aloud has increased since the initiative began.

54% of students said they had tried the strategy at home. Of these students, 79% percent said that the strategy helps them understand what they are reading better.

The Literacy Core group consulted with their subject departments and reported that nearly all teachers had identified a significant increase in a willingness for students to read aloud in class.

Numeracy

Strategies for increasing students' confidence in using roman numerals included consistent usage of the same characters across the subject departments (ie. IV as oppose to iv). Teachers also took time at the start of the year to teach roman numerals. Teachers report that students have become more familiar and comfortable with using roman numerals. At the start of the year only 33% of students felt comfortable and confident using roman numerals in subjects other than maths. After the initiative 71% of students felt comfortable and confident which represented an improvement significantly above our 20% aim.

For mental arithmetic teachers encouraged students to do simple calculations in their head in each subject. For example; in Home Economics students would double the ingredients or stitching measurements; in History students would use learning moments such as timelines and centuries to do some mental arithmetic. Teachers reported that progress here was less obvious. A number of teachers said that mental arithmetic was challenging to integrate as usually those who were confident in maths answered first or quickly, which meant those who probably most needed the improvement were not benefitting. A few teachers reported that they had encouraged all students to do the mental arithmetic and write their answer down. The teacher then walked around throughout the lesson to check answers. However, this could be time consuming and required considerable planning. Unsurprisingly, students' confidence in using mental arithmetic across the curriculum only increased from 24% to 36%. The Numeracy Core Group will continue to look at other strategies for improving this area in the coming year.

Work in both these areas will continue, but the focus will shift in 2019-20 to the next two areas identified for improvement, percentages and time.



<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 improve by 20% the effectiveness of pair/group work, in order that students are able to work collaboratively & purposefully, thus allowing them to demonstrate a high level of interest and participation in lessons (Baseline Summary - 59% staff and 63% students feel group work is very effective/useful when used)</p> <p>To further 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>Re-visit work on effective pair/group work in order to ensure students engage as effectively with both individual and group learning.</p> <p>Teachers will be conscious of ‘teaching’ the skills of effective pair/groups work to all classes</p> <p>Two strategies identified to improve group work which will be used across the school.</p> <p><u>Strategies</u></p> <p>Numbered Heads (inc role assignment)</p> <p>Seating Plan (face partner/shoulder partner concept)</p>	<p>L&T Core Group</p> <p>L&T Hubs</p> <p>All subject teachers</p>	<p>2018-19 Investigation <i>Previously deferred to allow further consolidation and progress with Magenta work.</i></p> <p>2019-20 Implementation</p> <p>2020-21 Consolidation</p> <p>2021-22 Review</p>	<p>Students are able to work both independently and collaboratively in a very purposeful and productive manner (LAOS)</p> <p>Students contribute their opinions and experiences to class discussion with confidence. They are respectful of and interested in the opinions and experiences of their classmates (LAOS)</p> <p>Students learning is deepened and enhanced by pair/group work.</p> <p>Increase by 20% the use of ‘effective’ pair/group work in lessons. (Baseline Summary - 59% staff and 63% students feel group work is very effective/useful when used)</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 reflections on pair/group work</p> <p>Staff & Student Feedback Surveys</p>
<p>To increase students’ awareness and use of success criteria, in order to deepen learning and empower students to 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 assignments/work</p>	<p>L&T Core Group</p> <p>L&T Hubs</p> <p>All subject teachers</p>	<p><i>Deferred to allow further consolidation and progress with Magenta & Pair/Group Work.</i></p> <p>2019-20 Investigation</p> <p>2020-21 Implementation</p> <p>2021-22 Consolidation & Review</p>	<p>Students are motivated to learn through having a clear sense of attainable and challenging outcomes. (LAOS)</p> <p>Students understand and can explain the purpose of the learning task they are engaged in. (LAOS)</p> <p>They ask questions and suggest possible solutions very confidently. They are willing to risk incorrect responses, and understand the value of making mistakes, using them as learning opportunities (LAOS)</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>Staff & Student Feedback Surveys</p>

Targets	Actions	Personnel	Time Scale	Criteria for success	Progress and adjustments
<p>To fulfil the 15% increase in 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. (Baseline Summary - Percentage of class periods where student led/directed tasks/learning account for more than 50% of lesson time 65% (Staff) 54% (Students)</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>Continue with use of Magenta approaches to fulfil 15% increase</p>	<p>L&T Core Group</p> <p>All subject teachers</p>	<p>2017-18 Implementation</p> <p>2018-19 Consolidation</p> <p>2019-20 Review</p> <p>Ongoing</p>	<p>Students demonstrate a very high level of interest and participation in lessons. (LAOS)</p> <p>Students are able to work both independently and collaboratively in a very purposeful and productive manner (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 class periods where student led/directed tasks account for more than 50% of lesson time is increased by 15%</p> <p>Baseline - May 2017 - 65% staff and 54% students Progress – May 18 - 70% staff and 61% students Progress – May 19 - 76.6% staff and 67% students Overall Improvement - May 2019 11.6% (staff) and 13% (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>Re-visit (as whole staff and hubs) work previously done on effective group work in order to further enhance depth of student learning.</p>



Presentation Secondary School, Milltown – School Improvement Plan

Sept 2017 to May 2020



Targets	Actions	Personnel	Time Scale	Criteria for success	Progress and adjustments
<p>Determine a new baseline and identify new areas for improvement in student literacy.</p> <p><i>Since all areas initially identified for improvement by the school community have been implemented, a full review and new process will be commenced to determine a new baseline and identify new areas for improvement</i></p>	<p>To conduct a full review of progress in Literacy over the past seven years.</p> <p>Full staff, parent and student surveys/consultation.</p> <p>Identify new areas for improvement</p> <p>All previously successful strategies/initiatives to continue</p>	<p>Literacy Link Teacher & Literacy Core Group</p> <p>All subject departments</p> <p>Parents</p> <p>Students</p>	<p>2019-20 Investigation & Identification</p> <p>2020-21 Implementation</p> <p>2021-22 Consolidation</p> <p>2022-23 Review</p>	<p>Review has been conducted.</p> <p>Areas for improvement identified and priorities</p> <p>Strategies for improvement agreed</p> <p>Target for improvement set based on baseline surveys/consultations</p>	<p>Individual teacher reflection - ongoing</p> <p>Collaborative discussion and review - Teachers will reflect on and discuss progress/challenges in subject dept</p>
<p>To improve by 20% students confidence in using numerical elements and numbers across the curriculum</p>	<p>Identification of specific areas of numeracy challenge for students across a range of subjects</p> <p>Phase 2 <i>Percentages & Time</i></p> <p>Strategies to be agreed for use across all subject departments.</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</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>	<p>Students are confident and competent in the numeracy elements of each of their subjects</p>	<p>Individual teacher reflection - ongoing</p> <p>Collaborative discussion and review - Teachers will reflect on and discuss progress/challenges in subject dept</p> <p>Student and staff surveys</p> <p><i>Phase 1 - Consolidation Roman Numerals & Mental Arithmetic</i></p>