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School Self-Evaluation Report and Improvement Plan 2019 – 2020

PUBLISHED: October 2019

St. Aloysius Secondary School
Our Self-Evaluation Report and Improvement Plan 2019-2020

1. Introduction

This document records the outcomes and progress of our last improvement plans the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

1.1   Outcomes of our last improvement plans from 2015 to present including progress updates.

These improvement plans focussed on literacy and numeracy.

Area prioritised for improvement	Progress and/or Adjustments
● Self-confidence in the subject area of maths.	● Motivated staff willing to promote numeracy across all subject departments using a varied number and mix of strategies. ● Students, particularly at Ordinary Level, are encouraged to maintain their own Maths Dictionary as an aid to literacy and the solving of Maths problems. ● A vibrant VEX Robotics and STEM club has been established. ● Senior students act as mentors for Junior VEX Robotics team. ● Vast array of extracurricular activities in Math/Science area to support student self-confidence including: - Junior Cert Maths Quiz - Senior Science Quiz - Senior Chemistry Quiz - BT Young Scientist and Technology Exhibition - Teen Turn - SciFest for schools will be running in St Aloysius this year 28th November 2019 - Peters Problem TY Maths Competition - Panega Maths Competition - Maths Enrichment Programs UCC - Young Environmentalist Competition - SciChallenge European Science Competition - Maths Week - Science Week - Space Week - Engineering Week - Women In STEM (International Women's Day in CIT) ● TYs participated in *Junior-Achievement: Finance your Future* programme, which helped them to

	understand the importance of managing personal finances. ● Cross-curricular promotion of numeracy, literacy and digital literacy. For instance, all TY students enter a Science project in the *Scifest* competition and this involves not only literature research and the creation of a display, but the writing of a science report with all the expected headings, including Abstract, References and Appendices.
● To maximise the number of students who are doing higher level maths.	● 33% Leaving Cert students 2019 took Leaving Cert. Higher level paper ● This is higher than the national average of females studying Maths at Higher Level, which sits at 31.7%
● To minimise the number of students taking foundational level maths.	● 8% Leaving Certificate students 2019 took Foundation Level Maths. This is below the 9.3% national average of females studying Maths at this level.
● To ensure that all students take higher or ordinary maths in Junior Cycle.	● Foundation Level Maths at Junior Cycle is being phased out nationally. ● 55% students took Higher Level Maths at Junior Cycle in 2019 ● 45% students took Ordinary Level. ● No student took Foundation Level at Junior Cert. level in 2019.
● To increase the use of numerical visuals in the school.	● Numerical displays in Maths classrooms as well as on corridors. ● Periodic tables also on display.
● To continue promoting oral literacy by having students address year group assemblies regularly.	Continue to maximise opportunities for students in public speaking in assemblies as well as beyond school context through participation in events such as: ● Student Council ● Soroptimist Girls' Speaking Competition ● UCC Philosoph Debates ● Cork Schools Debating Competition ● Gael Linn Senior Debating Competition
● To engage students in the creation of the school newsletter to promote digital literacy.	● Transition Year students produce biannually school newsletters.
● To continue to promote and	● Project to revitalise and relaunch the

encourage reading for pleasure by having a mobile library in the senior social area.	school library was undertaken and completed by TY and 5th year groups under the guidance of their English teachers during the academic year 2018/2019. ● Successful in becoming a *Wellread School 2019-2022*. ● Active and enthusiastic *Wellread* committee that organise initiatives such as *Banned Books Week* as well as author talks.
● Whole subject planning in teaching methodologies that develop oral literacy.	● Whole staff attendance at JCT in-service days in addition to Cluster Days. ● All subject plans include planning for literacy including -oral and digital literacy.
● Literacy and Numeracy targets agreed early in the 2015/16 year and displayed in each classroom.	These displays have been extended and updated to reflect curricular and assessment changes at Junior Cycle: Key Skills of Junior Cycle Statements of Learning Subject Specific Strands and Learning Outcomes Posters Each whiteboard has a section for learning intentions of the lesson.
● To support staff engagement with digital literacy.	● This is achieved in the implementation of the Digital Learning Plan as described below.
● To implement the Digital Learning Plan, Phase 1.	● Digital lead teacher received training from PDST in selected digital tools. ● Digital learning focus group met to investigate which tools they could introduce to create meaningful learning experiences for students. ● Focus group developed digital resources that are subject specific using the chosen tools. ● Whole-staff training delivered by PDST on G-Suite in Spring 2019. ● Implementation of subject specific resources using digital tools in the classroom by focus group. ● Reflection and review of digital tools and resources ● Feedback on use and development of resources ● Feedback from students on their learning experiences ● Show and tell opportunities at staff

	meetings for staff to share experiences with using digital tools in the classroom ● Digital learning focus group presented findings from using digital tools in the classroom to the Learning Schools in May 2019 and presented to whole staff meeting in September 2019. ● Issues with Wifi fixed to ensure multiple users can access the system. ● All students have been assigned a school email address that is required for interaction with any of the Apps on Google Drive and collaboration

1.2   The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period September 2018 to present. We evaluated the following aspect of teaching and learning:

- Assessment of teaching and learning, with a particular focus on written feedback given in student reports and oral feedback given to parents/guardians at parent teacher meetings.
- Using digital technology in the classroom to engage students in meaningful learning activities that assist their learning.

2. Findings

2.1 This is effective / very effective practice in our school
List the main strengths of the school in teaching and learning.

- School reports are written in clear, accessible language and indicate students' level of achievement and progress made, as well as indicating how students can further improve.
- Most parents/ guardians avail of the parent-teacher meeting and are given focussed feedback about their daughter's progress.
- A culture of teacher collaboration is being promoted and embedded through the sharing of effective pedagogical approaches, digital assessment and feedback tools.
- Students are increasingly engaging purposefully in meaningful learning activities using digital and traditional media.
- Promoting the wellbeing of students is a lived and central part of school life. This is being realised practically in some of the following ways in the academic year 2019/'20:

  o Increased activity through the availability of more extracurricular activities such as chess club, tennis team, ciorcal cainte, participation in basketball competitions, STEM club and the provision of a new robot in VEX Robotics club.

  o Supervision on tennis courts at lunchtime.

- Participation in the pilot project *Autism Friendly Schools Pilot Project 2019/2020* run by *AsIAm* to further strengthen our culture of inclusion.

- *TOMAR* Education Funding for improved I.T. facilities throughout the school, refurbishing the canteen, the creation of a study hub in the library, as well as trollies of tablets for whole class use.

- Talks on using social media safely by Dr. Maureen Griffin of *MGMS* for all students, parents and staff.

- Student representatives on *Comhairle na nÓg*.

- Numerous TY initiatives and diverse talks from groups such as *Breast Cancer Ireland*.

- Participation in Young Modellers programme and JCT Science Symposium.

- Opportunities to take part in Student Council, Pope John Paul II Awards, Green Flag initiative, BT Young Scientist Competition.

- Provision of new Wellbeing modules in Year 1 that include Heritage and I.T.

- Student representative on Youth Assembly on Climate Action.

- Awarded gold medal TESA (The Entrepreneurial Schools Award)

- Involved in the PDST's Digital Communities of Practice (DigCOPs), a professional online community of practice to facilitate meaningful online collaboration and sharing of practice.

2.2. This is how we know

- Digital learning focus group convened from January 2019.

- Surveys conducted of students, parents and staff in March 2019 and April 2019.

- Whole-staff discussions at staff meetings.

- Focus group with staff, including non-teaching staff members, during September 2019.

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

- Induct all new staff members into the whole-school approach of providing focussed feedback at parent-teacher meetings as well as in school reports.

- Encourage and support parents to help their daughters to reflect on the feedback given at parent-teacher meetings in order to develop a sense of ownership and responsibility for their own learning.

- Develop a School Self-Evaluation team to embed the culture of SSE within the school community.

- Encourage, within individual subject departments, a greater collaborative approach to summative assessments and the marking of those assessments.

- Embed Digital Learning Plan across subject departments so that students actively engage in meaningful learning activities using digital technologies in classroom that assist their learning.

2.4 How these improvements relate to the statements of practice in *Looking at Our School 2016: a Quality Framework for Post-Primary Schools.*

Through our targets, we will work on:

Domain 1: Learner Outcomes	Students enjoy their learning, are motivated to learn and expected to achieve as learners.
Domain 2: Learner Experiences	Students engage purposefully in meaningful learning activities.
Domain 3: Teachers' Individual Practice	The teacher selects and uses planning, preparation and assessment practices that progress students' learning.
Domain 4: Teachers' Collective/ Collaborative Practice	Teachers collectively develop and implement consistent and dependable formative and summative assessment practices.

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**

Our Improvement Plan

Timeframe of this improvement plan is from September 2019 to June 2020

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Induct all new staff members into the whole-school approach of providing focussed feedback at parent-teacher meetings as well as in school reports.	Convene meeting with all new staff members and discuss how to give focussed feedback to parents at PTMs and in school reports.	Induction Coordinator *Droichead* team Cooperating teachers of PME and B.Ed. Student Teachers	All new staff members understand how to give focussed feedback in line with school practice.		
Encourage and support parents to help their daughters to reflect on the feedback given at parent-teacher meetings in order to develop a sense of ownership and responsibility for their own learning.	Create a document for each parent attending parent teacher meeting. This is in the style of a blank Christmas/ summer report, containing a list of students' subjects and subject teachers. There is space for note-taking by parents. This will be available at sign-in at the meeting.	Principal Deputy Principal SSE Coordinator	Each parent receives a document specific to their daughter upon sign-in. Used by parents to take notes as they meet with each teacher. Teachers indicate what the student is doing well and areas where she needs to improve.		

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Encourage, within individual subject departments, a greater collaborative approach to summative assessments and the marking of those assessments.	Subjects departments plan collaboratively the design and marking of Christmas and summer house exams. CPD time will be given for this.	All teaching staff	Discussion amongst subject teachers on effective assessment. Consistency of approach adopted within subject departments in the summative assessment at two points in the academic year.		
Develop a School Self-Evaluation team	Set up the SSE team drawn from across subject departments.	SSE Coordinator SSE team	SSE team will comprise of members across curricular areas. The team will meet once during each term to assess progress made, to identify further areas for improvement. Team will actively engage with, and contribute to the strands of SSE. Team will support within their subject departments.		
Targets	**Actions**	**Persons / groups**	**Criteria for success**	**Progress and**	**Targets achieved**

		responsible		adjustments	
Embed Digital Learning Plan across subject departments so that students actively engage in meaningful learning activities using digital technologies in classroom that assist their learning.	Audit current IT usage and issues in the school	Digital Lead Teacher	All 33 rooms surveyed. All 29 whole time teaching staff completed a survey.		
	Research and price projectors, laptops and tablets.	Digital Lead Teacher Principal Deputy Principal	All teachers IT needs are identified. Pricing for new devices and upgrading complete. Purchasing plan created.		
	Purchase new devices and upgrade the IT in the school.	Digital Lead Teacher Principal Deputy Principal			
	Implement of subject specific resources using digital tools in the classroom across a whole school level	Digital Learning Team Whole staff	Each department has investigated and / or developed at least 2 digital tools specific a topic that can be used using class tablets		
			Staff are familiar with using Google docs and Google classroom to create a digital space for student work, assignments and assessment.		