



Presentation Secondary School Listowel

Report for the School Community June 2019

OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN

In the last year 2018-2019, we have looked at teaching and learning in our school to find out what we are doing well. This is what we discovered:

Formative feedback was our SSE for September 2018 to June 2019. To assess the productivity of SSE and access the implementation of this SIP from the previous academic year, we resurveyed the teaching cohort to establish the ongoing use of our four formative feedback strategies identified in the Forbairt plan 2017/18.

Formative feedback was continued with second year students and introduced to all new first year students for the academic year.

Teachers were provided with formative feedback templates in September 2018 to revitalise the project.

Individual teachers surveyed their students to ascertain student voice regarding the use of formative feedback as a learning tool. Almost all students found formative feedback to be an effective.

We engaged with Battelle for Kids to gauge the impact of formative assessment on classroom culture and student learning. We noted significant improvement in term of 'belonging and engagement' as a direct consequence of our improved formative feedback strategy.

This is what we did to find out what we were doing well, and what we could do better

We undertook self-evaluation of teaching and learning during the period September 2018 to June 2019. We evaluated the following aspect(s) of teaching and learning:

As part of our School Improvement Plan, we wanted to review and develop our school's approach to reporting in light of new reporting guidelines for the Junior Cycle. We identified two areas to focus on this year;

Reporting should

(Take from 'The 8 Guiding principles underpinning reporting in Junior Cycle')

- 1. Encourage authentic engagement with parents.**
- 2. Provide opportunities for students through feedback to reflect on their learning.**

- We constantly strive to engage with projects aimed at improving the quality of teaching and learning in the school.
- Interactions among students and between students and teachers are respectful and positive, and conducive to well-being.
- Relationships and interactions in classrooms and learning areas support a co-operative and productive learning environment.
- Numerous staff have engaged in a range of continuing professional development (CPD) relevant to students' learning.
- Teachers strive to create an inclusive, orderly, student-centred learning environment based on mutual respect, affirmation and trust.
- The school values teacher learning and teacher CPD.
- An enthusiastic staff who show a willingness to engage with the ever changing nature of education.

Parent Comments from the survey

Any additional comments or suggestions on how communication about learning between the school and students, parents/guardians could be improved.
Eportal to be available at all times for reference throughout the year.
I have found the school very good to communicate with. If all the results of test were on eportal it would make it easier to keep them in the one place.
As a first year parent, I am quite happy with all the communication we've had so far with the school.
Mostly I am please with how reporting has been done. I like when I have to sign the test as I can see/hear where problems arose and I can read comments. The Two Stars and a Wish system is a great idea.
More detail on the report and more engagement at teacher/parent meetings other than she is doing fine.
More study skills sessions please.
Not much detail given. It is difficult to read from daughter from how she is doing.
Detail on report, not standard comment.
The reports need to be more detailed to help the students learn from their results.

This is what we are now going to work on:

- We will survey teachers in September/October 2019 to reevaluate and assess the implemented changes made this year to our reporting strategies.
- We will also survey parents and students to ascertain feedback on the changes made to the report procedures of our school.
- This feedback will generate new data that will inform future changes to our reporting processes.

Reporting will provide:

- ✚ information about your daughter's strengths and next steps in their learning
- ✚ an opportunity for you to talk to your daughter about their progress
- ✚ an opportunity for you to give your views on your daughter's learning
- ✚ an opportunity for your daughter to give their views on their progress
- ✚ an opportunity to discuss how you can support their next steps in learning.

The Reporting Guidelines (March 2018)

Guiding principles underpinning reporting in junior cycle

Focus for 2018-2019

- 1. Encourage authentic engagement with parents**
- 2. Provide opportunities for students through feedback to reflect on their learning**

Focus for 2019-2020

We will continue to work on the two principles mentioned above but we will extend our work to include another two guiding principles

- 3. Provide information on a broad range of achievement**
- 4. Be sensitive to the self-esteem and general wellbeing of students and take an inclusive approach**

The other Reporting Principles will be addressed at a later stage

5. Value the professional judgements of teachers
6. Use the language of learning to provide effective feedback
7. Be manageable and not take time away from learning and teaching
8. Clearly communicate students' progress in learning

This is what you can do to help

Attend the Parent Information meetings throughout the year

You will be informed about how your daughter is progressing in various ways, such as

- ✚ through teachers' comments on their work
- ✚ parents' nights when you can speak to your daughter's teacher(s)
- ✚ the yearly report, which details progress made, strengths and next steps
- ✚ open days
- ✚ student-led parent/teacher meetings (to be discussed)
- ✚ learning logs in which your daughter will record how they are getting on in their learning
- ✚ E- portfolios – your daughter will gather their work in an electronic portfolio

Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do.

School time and holidays

The Department requires all post-primary schools to have **167 school days** each year, and a **28-hour school week**.

This year we had 167 school days, from 28th August to 31st May 2019 Our school week is 28 hours.

The Department sets out a **standardised school year and school holidays**.

This year we took all our school holidays within the permitted time. **YES** / NO

The Department sets out arrangements for **parent/teacher meetings and staff meetings**.

This year we had 3 sets of parent/teacher meetings and 3 staff meetings, all in line with the Department's regulations.

Looking after the children in our school

The Department requires schools to follow the *Child Protection Procedures* it has set down.

Our board of management has agreed in writing to do this. **YES** / NO

All teachers know about the *Procedures* and we have told

all parents about them and how we follow them. **YES** / NO

Our Designated Liaison Person (DLP) is Eileen Kennelly

and our Deputy DLP is Margaret Walsh

Enrolment and attendance

The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.

We have an admissions policy and it is published. **YES** / NO

We reviewed (and updated) our admissions policy on: **20th August 2019**

We keep accurate attendance records and report them as required. **YES** / NO

We encourage high attendance in the following ways:

1. Recognition of excellent attendance at the Awards Day.
2. Verbal praise and affirmation.

This is how you can help:

1. Clearly demonstrate to your daughter the importance of education
2. Support your daughter by ensuring that she has good organizational skills
3. Highlight what an important life skill being punctual is.

Positive behaviour for a happy school

The Department requires schools to have a code of behaviour, and asks us to consult parents and students about it. We do this. **YES** / NO

Our code of behaviour describes and supports positive behaviour. **YES** / NO

We have a very clear and high-profile anti-bullying policy in our school. **YES** / NO