Presentation Secondary School Listowel

School Improvement Plan 2024/25



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| STRENGTHS  |  | * Students’ attainment in summative assessments, including certificate examinations, is in line with or above expectations.
* Students demonstrate very high levels of interest and participation in learning.
* Teachers have high expectations of students’ learning and behaviour and communicate these expectations effectively to students.
* Teachers use formal meetings and planning time to reflect together on their work a plan collaboratively.
* The school community fosters a strong commitment to inclusion and the holistic development of each student.
* There is a whole school commitment to listening to the viewpoints of students and there is a positive, systematic approach to fostering opportunities for ‘student voice’ to be shared with the school community.
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|  |  | * There are very good pastoral and SEN structures in place (teacher practice) including excellent Guidance and Student Support services.
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| MAIN AREAS REQUIRING IMPROVEMENT  | •  | Build whole- staff capacity in pedagogy, by facilitating teachers who are willing to share their expertise with other teachers in the school with the establishment of a peer support system of collaborative practice. |
|  | •  | Develop a whole- school collaborative approach to the implementation of the ‘Helping Hands Anti Bullying Programme’ which supports and complements the SSE process in relation to embedding a positive school culture that prevents bullying behaviour and ensures the psychological safety of every student. |
|  | •  | Align the implementation of the increased use of co-operative learning strategies with the standards of effective and highly effective practice as outlined in the ‘Looking at Our Schools 2022’ document. |
|  | •  | To increase the awareness of the role of team work and group work in the ‘Key Skills of Junior Cycle” in particular in the area of creativity in learning. |
| IMPROVEMENT TARGETS |  | * Continue to develop a common approach to team work throughout the school by increasing the use of co-operative learning strategies.
* Continue to examine the power dynamic in class groups and ensure the psychological safety of students through implementing co-operative learning strategies and the Helping Hands Anti Bullying Programme.
* Implement a peer observation system to support the use of co-operative learning strategies in classes.
* Achieve high level student engagement in learning through increased teacher use of co-operative learning strategies whereby students become engaged thinkers, active learners and knowledge constructors.
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|  |  | * To improve teacher competence and confidence in the use of co-operative learning strategies.
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| REQUIRED ACTIONS  |   | * Share and raise awareness of the “The Helping Hands Anti-bullying programme” and to encourage and support teachers in its implementation.
* To establish a peer- support network of collaborative practice where teachers share knowledge and expertise and support colleagues in the implementation of co-operative learning strategies.
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|  |  | * Encourage all staff to begin or continue to use co-operative learning strategies in the classroom within a certain timeframe. This may be carried out with the support of a peer observation strategy and/or alternatively following demonstrations on the use of co-operative learning strategies by colleagues.
* Share information on the role of team work and group work in the “Key Skills for Junior Cycle” and to foster a commitment to their implementation,
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|  |  | * Develop banks of co-operative learning strategies for teacher use within subject departments and to incorporate them into teaching and learning plans. Subject departments to review the outcomes of the implementation of co-operative learning strategies at subject department meetings.
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|  |  | * To share knowledge of co-operative learning strategies across the whole- school.
* Year Heads in collaboration with subject teachers will collaborate to implement the “Helping Hands” teams in each class to ensure to psychological safety of each student and build a positive classroom culture where students feel comfortable to share their views and opinions.
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| PERSONS RESPONSIBLE  | •  | School managementSubject departments  |
|  | •  | Individual subject teachers  |
| TIMEFRAME FOR ACTION  | •  | September 2024-May 2025 |
| SUCCESS CRITERIA/ MEASUREABLE OUTCOMES  |  | * Increased confidence, competence and frequency of use of co-operative learning strategies in learning and teaching practices with a particular emphasis on developing creativity in them.
* Pupil surveys and responses on classroom activities – assess satisfaction with co-operative learning strategies.
* Teacher surveys and responses on embedding co-operative learning strategies and ‘The Helping Hands Anti-bullying programme’ assess confidence and satisfaction with the use and effectiveness of co-operative learning strategies.
* Student focus groups.
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|  |   | * Subject departments resources e.g., bank of recommended co-operative learning strategies.
* Student feedback through the newly established Bí Cineálta team
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|  |   | * Staff evaluation (feedback from staff meetings, questionnaires, day-to-day conversations etc)
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| REVIEW DATES  | •  |  May 2025 |