

# Sacred Heart Secondary School Clonakilty

## Our Self-Evaluation Report and Improvement Plan

### 1. Introduction

This document records the outcomes of our last improvement plan, 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 plan from September 2020 to December 2021

**The improvement plan focused on student voice. Targets completed:**

- Another teacher completed the LIFT programme training in 2021.
- New mentor programme conducted with fifth year students in 2021/22
- Further collaboration and communication between staff and students through the use of google forms.
- CPD completed by members of student council and Ms. Meade with regards student voice and leadership.

#### 1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *September 2021 to December 2021*. We evaluated the following aspect(s) of teaching and learning:

- The students experience of teaching and learning in 5th year in terms of the standards in 'Looking at our Schools 2016: A Quality Framework for Post - Primary Schools', with a focus on Domain 1 'Learner Outcomes' - *Students enjoy their learning, are motivated to learn and expect to achieve as learners.*

### 2. Findings

#### 2.1 This is effective / very effective practice in our school

*List the main strengths of the school in teaching and learning.*

- Interactions between students and teachers are very respectful and positive
- Teachers have high expectations of students' work and behaviour, communicate these expectations effectively to students, and facilitate students in internalising them.
- Teachers deliver highly effective instruction which is directed at eliciting deep student engagement

#### 2.2. This is how we know

*List the evidence sources. Refer to students' dispositions, attainment, knowledge and skills.*

- previous exam results
- feedback from staff meetings
- feedback from students/parent teacher meetings.
- surveys
- one to one meetings between senior management and students
- assemblies
- academic tracking

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

*Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.*

- 5 th year students have a sense of ownership for their work and take responsibility for improving it
- 5 th year students assess their progress realistically and can describe their strengths and areas for development as learners
- Teachers' plans take into account the gaps in student learning due to the covid pandemic and learning intentions reflect a developmental and incremental approach to progressing students' learning.

### 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 2021 to June 2022

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
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<p>1. Assess what is hindering 5th year engagement and motivation</p>	<p>1. student survey of 5 th year group</p>	<p>student council Ms. Meade Ms. Brosnan Mr. Walsh</p>	<p>specific data which we can improve</p>	<p>student survey complete in November '21</p>	<p>data collated and reviewed specific targets identified such as: 63.9% of students felt they didn't know how to be productive in the evening and just procrastinated. 43.9% replied 'poor' at managing work and stress in 5th year, while 19.5 % said 'v.poor'. Most answers mentioned that they were worried about workload, catching up on work missed during covid, unsure of how to study, overwhelmed.</p>
<p>2. Address fears/problems in 5th year survey and acknowledge teacher feedback</p>	<p>2. targeted 5th yr assembly</p>	<p>Ms. Brosnan Mr. Walsh</p>	<p>students engage and listen to constructive advice.</p>	<p>well received discussion of specific issues pertaining to the 5 th year group at end of November '21</p>	<p>5th year fears addressed</p>
<p>3. 5 th years take responsibility for their own learning and study in meaningful manner</p>	<p>3. email to parents and students about different study techniques.</p>	<p>Ms. Brosnan</p>	<p>improvement in study techniques and results in Christmas exams</p>	<p>emails sent out to address issues with study in December '21</p>	<p>Christmas results and improved engagement and motivation.</p>
<p>4. Identify students who are not achieving as learners.</p>	<p>4. review of Christmas exam results</p>	<p>Ms. Brosnan Mr. Walsh Mr. Peglar Ms. Hayes Ms. Sexton</p>	<p>vulnerable learners identified</p>		<p>results seen to equate with tracking data and certain students identified as needing extra support or guidance in January '22.</p>

<p>5. Student reflect on their own learning and set realistic achievable goals</p>	<p>5. all students given a reflection sheet to be completed during English class and returned to Ms. Sexton</p>	<p>Ms. Brosnan Mr. Walsh Ms. Sexton</p>	<p>honest and realistic reflection of their progress and future goals</p>		<p>reflection sheets showed thoughtful reflection on results and realistic goal setting in January '22</p>
<p>6. Further student reflection and achievable future goals</p>	<p>6. one to one meetings with all 5th year students</p>	<p>Mr. Walsh Ms. Brosnan</p>	<p>honest, reflective discussion on progress thus far and further achievable goals</p>		<p>students were able to reflect and articulate on their own learning and personal goals in January '22</p>
<p>7. Shared practice of learning intentions and strategies by staff on guiding and motivating 5th year students</p>	<p>7. teacher feedback through discussion and at staff meetings, and with focus group.</p>	<p>Ms. Nash All Staff.</p>	<p>Teachers share good practice to help further motivate and engage 5th year students so that they enjoy their learning and achieve their goals</p>		<p>This target is achieved by all staff buy in and collaborative discussion and practice. This was ongoing throughout February to May '22.</p>
<p>8. 5th year students show an improvement from the start of the year in terms of motivation, ownership and goal setting.</p>	<p>8. student survey</p>	<p>student council Ms. Meade</p>	<p>survey results</p>	<p>student survey complete in April '22</p>	<p>Target is achieved by survey replies:63.9 % of students surveyed felt that they were managing work and stress well.The number of students who felt they were not productive in the evening also fell to 47.4%. while 64% now said they engaged well or very well in class.</p>

**Targets for next year:**

Use the learning from this year to help next year's fifth years adjust to the expectations and challenges of Senior Cycle:

- Methodologies and strategies, which worked well in motivating and engaging 5th year students, to be shared with staff at the beginning of '22/'23 school year.
- Proposal that teachers not assign homework on Wednesdays for the month of September, so as to allow students time to settle into the new routine and prevent them from feeling overwhelmed.
- organise subject specific study skill workshops for 5 th year students next year.
- Continued monitoring of 5th year group next year through academic tracking, assemblies and surveys.