



Sacred Heart Secondary School

Clonakilty

Co. Cork

62170b

School Self-Evaluation Report

June 2019

School Self-Evaluation Report

1. Introduction

1.1 The Focus of the Evaluation

A school self-evaluation of teaching and learning, in relation to the review of ICT use at Sacred Heart Secondary School, was undertaken during the period September 2017 to June 2018. A committee consisting of Ann Marie Brosnan - Principal, Brendan Walsh - Deputy Principal, David Pegler - Physics/Maths teacher and Jim Hanley - Maths teacher, was set up in September 2017 with Elaine Galvin joining the team in 2019.

The focus of the evaluation for the year 2018-2019 was to meet the targets set in June 2018.

These were as follows:

Targets for June 2019

1. To provide good quality, reliable Wi-Fi throughout the school by **September 2018**.
2. Purchase Chromebooks for 10 teachers to trial throughout the year by **September 2018**.
3. Purchase 3 class sets of 12 Chromebooks for students use in the classroom by **October 2018**.
4. To enable all teachers to access and use a dedicated google mail account for school use by **September 2018**.
5. To enable all teachers to store and share data on google drive and transfer working files from present system to google drive by **December 2018**.
6. To increase the number of students who **Strongly Agree** or **Agree** with the statement 'We use ICT regularly in the classroom' from **20.1% February 2018** to **25 % by June 2019**.

In order to evaluate if the increased hardware and training had been effective in facilitating regular use of ICT in the classroom the original group of students were re-surveyed with the same question:

'We use ICT regularly in the classroom'.

2. School Context

Sacred Heart Secondary school is an all-girls secondary school under the trustees of CEIST. Established in 1941 under the guidance of the Sisters of Mercy, Sacred Heart now caters for 544 students. Junior Certificate and Leaving Certificate are offered. The school was one of the first to take up the offer of Transition Year when the programme became more available in

1984. Leaving Cert Applied Programme is offered to students since 1998. It has been a wonderful success for the students who have followed the programme. The Leaving Certificate Vocational Programme was undertaken in 1994. This is a valuable extra for many students.

The Back to Education Initiative was introduced to allow adult students a second chance in education. This has proven to be a significant milestone in promoting adult education in the area and enabling many to return to work. It now offers a qualification at FETC level 5 in Childcare.

2. 2019 Targets

The targets set for 2019 are as follows:

1. To provide good quality, reliable Wi-Fi throughout the school by **September 2018**.

Good quality Wi-Fi was installed during the summer of 2018 and was operational by September 2018.

2. Purchase Chromebooks for 10 teachers to trial throughout the year by **September 2018**.

Chromebooks for a trial number of teachers were purchased and used by September 2018. Other teachers quickly came on board and now all teachers have a Chromebook – 40 in total.

3. Purchase 3 class sets of 12 Chromebooks for students use in the classroom by **October 2018**.

One class set of Chromebooks were purchased in October 2018 and a second class set in November 2019.

The 3rd set has not been purchased due to budget being used for the additional teacher Chromebooks (see above target no. 2)

4. To enable all teachers to access and use a dedicated google mail account for school use by **September 2018**.

From September 2018, all teachers have access and use a dedicated google mail account for school use.

5. To enable all teachers to store and share data on google drive and transfer working files from present system to google drive by **December 2018**.

By December 2018, training was given to all teachers to enable them to store and share data on google drive and transfer working files from present system to google drive.

6. To increase the number of students who **Strongly Agree** or **Agree** with the statement 'We use ICT regularly in the classroom' from **20.1% February 2018 to 25 % by June 2019**.

The same cohort of students (presently 3rd and 6th Year students) were re-surveyed with the question:

'We use ICT regularly in the classroom'

Results of the re-survey are as follows:

Strongly Agree	5.3 %
Agree	52%
Didn't know	13.3%
Disagree	26.7%
Strongly Disagree	2.7%

Analysis of Survey

The percentage of students who agree or strongly agree with the question 'We use ICT regularly in the classroom' has increased from **20.1 %** to **57.3 %**. This number is considerably more than double the target of 25 % set for end of 2019.

The results of the number of students who use ICT regularly in the classroom indicates that the combination of good quality Wi-Fi, class sets of Chromebooks and teacher Chromebooks have vastly increased the numbers of students using ICT in the classroom.

Although not listed in targets for 2019, students were given a dedicated google mail account for school use by January 2019. Also, teachers were given in house training on use of G-Suite which enabled file sharing, use of Google Classroom application and digital communication between students and teachers. This also influenced the superior numbers using ICT in the classroom.

Chrome-casting devices were installed in four classrooms for connecting Chromebooks to data projectors.

3. Progress made on previously-identified improvement targets

Improvement Target	Comment
1. A focus on teaching and Learning through the CPD provision of Differentiated Learning .	Liz O' Keefe of the PDST delivered a CPD session to all staff on Differentiated learning to provide ideas and strategies around the effective delivery of differentiated learning in the classroom.
2. Promote the use of ICT to assist in the Teaching and Learning process.	The school invested over €100,000 on an integrated ICT system, including a server to enable networking with shared folder facilities, interactive whiteboards and classroom PC's. Teaching and Learning has now a digital platform as an important tool in delivering effective lessons that all students can benefit from.
3. Improve the learning experience in TY through a comprehensive review and restructuring of the TY curriculum and its assessment .	New modules and subjects were introduced to suit the changing profile of the students in TY. Writing skills, cultural studies and Chinese are some of the recent additions to the programme. A credit system, based on the allocation of credits for attendance, course work completion and competencies in various areas, has revolutionized the experience of TY for students and teachers alike.
4. Introduction of additional assessment progress reports for 6th and 3rd year students .	Progress reports for all 3 rd and 6 th years in December have been introduced.
5. Policy review and formation.	The creation and review of the following key school policies has taken place: a)Code of Behaviour Policy b)Anti- Bullying Policy c)Enrolment Policy d) Student Care Policy e) Placement of Student in Class Policy
6. Development of a Virtual Learning Platform. (EDMODO)	EDMODO has been developed and promoted as the school's virtual learning platform for students and teachers to enhance the learning experience through the utilization of a "social media" site.
7. Academic Tracking of Students	All students in the school are closely monitored through an academic tracking progress system. In total, by the time they complete their Leaving Certificate there are 17 different individual academic results/scores that contribute to the long term monitoring of each student. This data is evaluated at a care team meeting that includes the principal, deputy principal, year heads, and S.E.N. coordinator and guidance teacher.

8. Statistical Analysis of the Leaving and Junior Certificate Examination Results.	A comprehensive analysis of the results of students in the state examinations is conducted and compared with the national norms and with statistics from previous years, with a particular focus on English and Maths.
9. School Self Evaluation: Literacy	An analysis of student reading ages was undertaken to assess the literacy standards of students. Pre-teaching of key words was adopted as a teaching strategy by all staff to improve comprehension. This resulted in an improved reading age in a retest of the New Group Reading Test (NGRT).
10. Results of the 1 st SSE on Literacy	<ol style="list-style-type: none"> 1. 24% of students improved their NGRT scores in 2015- 4% higher than target. 2. Reading for leisure increased to 78% in 2014- 13% higher than target. 3. The average number of students doing Higher Level English over the last three years is 87% - 2% higher than target. 4. The average percentages attaining A, B and C grades at Higher Level English over the last three years is: <ul style="list-style-type: none"> A: 18% B: 42% C:25%
11. Results of 2 nd SSE on Numeracy (strand 2)	<ol style="list-style-type: none"> 1. Increase the percentage of students who have the confidence to answer an unseen question from 20% to <ul style="list-style-type: none"> • 2015-25% (May 2015) • 2016-28% (Jan 2016) <p style="text-align: center;">2016 March 57%</p>
	<ol style="list-style-type: none"> 2. Increase the percentage of students who like maths from 55% <ul style="list-style-type: none"> • 2015- 58% (May 2015) • 2016- 60% (Jan 2016) <p style="text-align: center;">2016 March 61%</p>
	<ol style="list-style-type: none"> 3. The target percentage of students who will use the problem Solving approach

	<ul style="list-style-type: none"> • 2015- 40% (May 2015) • 2016- 50 % (Jan 2016) <p style="text-align: center;">2016 March 35%</p>
	<p>4. Maintain the high level of higher level uptake in junior cert maths, based on a three year moving average.</p> <p>Current percentage: 2012 – 2014</p> <p style="text-align: center;">SHSS 77% National 50%</p> <p style="text-align: center;">2016 March 75%</p>
	<p>5. To maintain the students’ attainment of grades in Junior Certificate Maths at higher level.</p> <p style="text-align: center;">A: 17% B: 45% C: 29%</p> <p style="text-align: center;">(Average 2013-2015) A: 15%</p>
12. Results of the Effective Feedback SSE, 2018	<p>1. Increase the percentage of students who feel their knowledge and understanding is checked regularly in class from 39% to</p> <p style="text-align: center;">2017-44% (April 2017) 2018-48% (April 2018)</p> <p style="text-align: center;">May 2017 - 40 % May 2018 – 69%</p> <p>2. Increase the percentage of students who feel they get feedback regularly from their teachers on what steps they need to take to improve their learning from 24% to</p> <p style="text-align: center;">2017-29% (April 2017) 2018-32% (April 2018)</p> <p style="text-align: center;">May 2017 - 13% May 2018 – 43%</p>

	<p>3. Improve the percentage of students who feel their teachers talk to them about how to improve their learning from 15% to</p> <p>2017-20% (April 2017) 2018-25% (April 2018)</p> <p>May 2017 - 14% May 2018 – 31%</p>
<p>13. Results of the ICT Student Survey SSE, 2018</p>	<p>Increase the number of students who agree or strongly agree to</p> <p>‘ We use ICT regularly in the classroom’</p> <p>May 2018 – 20.1% May 2019 – 25%</p>

4.1 Our school has strengths in the following areas:

- All students are encouraged to take Higher Level, where possible in all subjects. Higher level is the “default level”. The number of students taking higher level in all subjects at both Junior and Leaving Certificate is significantly higher than the national norms.
- Higher Level uptake for Maths and English is high.

In the 2017 state exams, 75% & 93% of Junior Cert and 55% & 92% of Leaving Cert candidates took the higher level paper in Maths and English respectively.

- Students continue to perform significantly above average in state examinations across all subjects.
- A variety of teaching styles and methodologies are being emphasised and used in the classrooms. In recent years, staff have participated in programmes such as Forbairt, Instructional Leadership and Droichead. A comprehensive engagement with CPD by staff is also evident.
- There is an emphasis on numeracy & Literacy across all departments. Each subject department has adopted the various numeracy & literacy strategies developed by the SSE committees.

- D.E.S. pilot testing in Maths and Literacy placed SHSS students much higher against the national norms.
- Existing strengths in numeracy were identified in the 2009 PISA report that the school partook in.
- The school continues to place a strong emphasis on a holistic education and provides many co-curricular and extra-curricular opportunities for students.
- SHSS has embedded the SSE process for a number of years and has developed strategies across a number of themes that have supported and enhanced teaching and learning in the classroom.

4.2 The following are area prioritised for improvement:

Targets for June 2020

1. To purchase total of 12 Chromebooks (3rd Class set) and charging cabinet by **January 2020**.
2. Further staff training in G suite facilities by November **2018**.
3. Wireless printing facility to be operational by **December 2019**.
4. Chromecast facility to be operational in all classrooms where data projectors have the necessary capabilities (HDMI input and universal dc power socket) by **March 2020**.

Sacred Heart Secondary School SIP Plan

Summary of main strengths as identified in the last SSE	ICT was regularly used in an effective manner by Teachers linking desktops to data projectors. Programmes and websites such as VSWare, Youtube, Edmodo, and Geogebra amongst others were used to facilitate teaching and learning.
Summary of main areas requiring improvement as identified in last SSE	<ul style="list-style-type: none">• Wi fi procurement to be completed with the school having full Wi fi facility in all areas by September 2018.• Introduce a pilot project on the use of Chromebooks in the school to support the use of IT in the learning and teaching experience.• Provide staff in-service on G-Suite and educational apps that may enhance the learning & teaching experiences through the medium of IT.• Continued use of the G-Suite platform for all staff to promote collaboration via the use of Team Drives, improve internal communications and to utilise the G-Suite apps for teaching and learning.
Required actions	<ol style="list-style-type: none">1. To purchase total of 12 Chromebooks (3rd Class set) and charging cabinet by January 2020.2. Further staff training in G suite facilities by November 2018.3. Wireless printing facility to be operational by December 2019.4. Chromecast facility to be operational in all classrooms where data projectors have the necessary capabilities (HDMI input and universal dc power socket) by March 2010.
Persons responsible	All staff including the IT SSE Committee

Time frame for action

September 2019 onwards

**Success
criteria**

Purchase of total of 12 Chromebooks (3rd Class set) and charging cabinet

Staff training in G suite facilities

Wireless printing facility to be operational

Chromecast facility to be operational in all classrooms where data projectors have the necessary capabilities (HDMI input and universal dc power socket)

Ongoing with a formal review at Christmas 2019 and May 2020.

Appendix 1

Appendix 2

IT Usage Survey

<u>General IT Skills</u>	(1-10)
On a scale of 1 to 10, how would you describe your IT skills?	
1 I'm pure useless	
10 I'd give Bill Gates a run for his money	

<p>Would you like to improve your IT skills?</p>	<p>Circle one</p> <p>Yes No</p>
<p><u>VSWare</u></p> <p>At the 8.50am and 2pm Roll Call do you normally:</p> <p>Record the Roll Call on a Slip</p> <p>Record the Roll Call on VSWare</p>	<p>Circle One</p> <p>Slip</p> <p>VSWare</p>
<p>If you record the above rolls on a slip what, in your opinion is the greatest obstacle to recording the roll on VSWare?</p>	<p>Time for PC to load</p> <p>Positioning of PC in classroom</p> <p>Lack of Wi-Fi / phone reception</p> <p>My IT skills</p> <p>Other (please specify)</p>

<p>If you record the above rolls on VSWare do you use your mobile phone or the classroom PC?</p>	<p>Circle one</p> <p>Phone PC</p>
<p>During the other “normal classes” do you record your roll in your Diary or on VSWare?</p>	<p>Circle one</p> <p>Diary VSWare</p>

<p><u>Teacher led IT Usage</u></p> <p>When you use IT as a teaching tool, what programmes / website do you use?</p> <p>If there are others not listed please insert them in the space provided before ranking.</p>	<p>Rank from 1 up (1 is most frequent)</p> <p>VSWare</p> <p>YouTube</p> <p>Geogebra</p>
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<p>Do you believe that the above programmes / websites assist your students learning?</p>	<p>Circle one</p> <p>Yes No</p>
<p>What, in your opinion is the greatest obstacle to using IT in your classroom?</p>	<p>Time for PC to load</p> <p>Positioning of PC in classroom</p> <p>Lack of Wi-Fi / phone reception</p> <p>My IT skills</p> <p>Other (please specify)</p>

Student led IT Usage

In non IT subjects do you encourage students to use IT?

Circle one

All The Time

Regularly

Sometimes

Rarely

Never

If you do, how do you do this?

Bring them to Computer Room

Allow them use their phones

Other (please specify)

In your subjects do you think that students would benefit from using IT in the classroom?

Circle one

Yes

No