

Presentation College, Currylea, Tuam, Co. Galway.

Our Self-Evaluation Report in the area of Literacy

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 2016 to June 2019

- Reading ages improved with the intervention of VEP and paired reading.
- Books and magazines in the Study Hall were not being used.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period September 2016 to June 2019. We evaluated the following aspects of teaching and learning:

- Effects of paired reading initiative.
- Effects of Vocabulary Enrichment Programme.

2 Findings

2.1 This is effective/very effective practice in our school

The main strengths of the school in the area of reading age:

- The introduction of a junior and senior book club has encouraged many students to read for pleasure.
- The school have clearly defined systems in place to identify students who need extra support in improving reading skills, therefore allowing them more equitable access to the textbooks used at junior level.
- The school has a teacher trained on using the VEP and she works for 6 weeks with a small group of students.

2.2 This is how we know

Evidence sources. Student dispositions, attainment, knowledge and skills.

- STEN Results.
- NGRT reading test results.
- WRAT 4 Tests.
- Teacher Focus Group.
- Student Task Group.
- The SENCO and Guidance Counsellor work closely on choice of tests for students and who to test.

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

Aspects of teaching and learning the school has identified and prioritised for further improvement.

- We will continue with our Book Clubs – Junior and Senior.
- Teachers will continue to assign reading as a homework piece – not just in English. We feel that the above mentioned strategies are now embedded in school practice and have proven to have a significant effect on students’ reading abilities. Therefore, we will move to a new area for improvement and continually monitor reading ages as part of SSE.

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**.
- Teachers will continue to create safe classrooms where students feel comfortable reading aloud.
- We will look at a space in the school to use as a “library” as Study Hall is not suitable.

Sample Reading Ages

Student	Age 2016/2017	Reading Age	Age 2017/2018	Reading Age
RB	12:05	8:06	13:10	12:7
JB	12:08	8:06	14:00	11:10
AS	12:07	7:10	13:10	10:3
BW	13:00	6:10	14:04	6:8

Our Improvement Plan

Timeframe of this Improvement Plan is from September 2019 to June 2020.

Investigation Year

Why? The desire to look at this area as our S.I.P. came about following focus group discussions with staff and 2nd Year students and as a result of worries associated with the new Junior Cycle.

Targets

- (1) The language of new Junior Cycle becomes familiar to all and there is uniformity in its use.
- (2) Skills required for CBAs identified and one skill improved per year.

Actions

- (1)[a] A list of new JC terms to be identified and appear on Student Journal and Teacher Handbook. [b] Exams graded only as per new JC and Reports adjusted accordingly.
- (2) Principal & Literacy Team to use JCT resources to categorise the skills required for completion of CBAs (see Appendix I)
- (3) Survey sent to Teaching Staff on which skill to focus on for 2019/2020.
- (4) Student Focus Group from 2nd Year 2018/2019 on main difficulties encountered.

Persons/Groups Responsible

- (1) Seán McGrath [Deputy Principal] and Gillian O'Connor [JC Co-Ordinator]
- (2) Neasa Cosgrove [Principal] and Literacy Team

Criteria for Success

The Language of Junior Cycle will be embedded and become “normal speak” in all reference to new Junior Cycle.
Students will feel confident in the new skill and teachers confident in instructing new skill.

Progress and Adjustments

It was decided to get some training in the area of portfolios and research based CBAs.

At the start of September 2019, PDST facilitated a workshop in the school for staff on e-portfolios.

Staff used the JCT material on “tips for successful internet searches” to embed a school wide approach to teaching research.

Targets Achieved

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CBA Skills

Subject	Oral	Portfolio (including OR Group)	Research	Performance
MFL (1)	√			
MFL (2)		√		
BUS (1)			√	
BUS (2)		√		
GEO (1)			√	
GEO (2)			√	
ART (1)		√		
ART (2)		√		
MA (1)			√	
MA (2)			√	
HIS (1)			√	
HIS (2)			√	
HEC (1)		√		
HEC (2)				√
MUS (1)				√
MUS (2)			√	
ENG (1)	√			
ENG (2)		√		
SC (1)			√	
SC (2)			√	
IR (1)		√		
IR (2)	√			