



Presentation College

Currylea

Tuam

Co. Galway

63170G

School Improvement Plan in the area of
Teaching and Learning (2)

September 2017 – June 2021

1. Investigation Year 2017/2018

Our school has strengths in the following areas:

- Students are highly motivated and committed to the school, as evidenced by an active Student Council supported by a member of staff.
- Academic attainment is high. Student progression to third level study is well above the national norms. Each year students are awarded entrance scholarships to Irish universities.
- Students with special educational needs receive significant support in the classroom through differentiation and team teaching and in certain cases through withdrawal.
- The school caters for a broad range of academic abilities amongst its student body. There is no control on academic attainment at point of entry to the school.
- The care of students is a significant strength in the school. There are great pastoral care systems in place involving Tutors, Prefects, Buddies, Year Heads, Special Needs Co-ordinator, Guidance Counsellor and Chaplain.
- Staff are dedicated to the provision of a wide range of co-curricular and extracurricular activities.
- Students' achievement is acknowledged and celebrated by the school community, on the school website, in the school magazine, at assemblies and in displays in key areas of the school.
- The school's physical environment is excellent following on a decade of sustained investment in buildings and facilities. This includes very extensive ICT networking with wireless connectivity and high speed broadband, new science labs, new kitchens, new art room and computer suite.
- School stakeholders through its Boards of Management and Parents Association are highly committed to school support and development.
- Parental and student satisfaction with the school performance is high. This is supported by good feedback systems to highlight concerns to school management and staff where these arise.

Main areas requiring Improvement in the area of Teaching and Learning:

- Significant time was devoted to looking at areas of priority for professional development during 2017/2018. Staff felt that with the introduction of the new Junior Cycle, they needed to upskill in area where students could be at the centre of learning.
- Some teachers were using AfL techniques quite effectively but most staff members felt that this was an area that needed attention.
- The Board decided to invest financially in meeting the needs of staff and 2 courses were identified i.e. Instructional Leadership course being run by ETBI and the Mike Hughes seminars facilitated by NAPD. The “Batelle for Kids” workshops were also to be investigated.
- 2 staff members and the Principal enrolled on the Instructional Leadership course.
4 staff members enrolled on the Mike Hughes course
2 staff members and the Principal enrolled on the Battelle for Kids course.

2. Implementation Year 2018/2019

- All staff members undertaking courses were asked to make a presentation of their journey so far at a staff meeting. Many formative assessment practices were used in the classroom and also at staff meetings and post review.
- Not all methods suited everyone but staff were willing to try them in class and decide on at least 2 that they would use as regular practice. A decision was made not to make a school wide decision but to allow teachers the autonomy to pick methods that best suited them.
- Students were surveyed and meetings took place with focus groups of students to see which methods they preferred. The results of student engagement were relayed back to staff.
- The Principal organised a “teach meet” where those undertaking the courses facilitated a 30 minutes’ workshop on their chosen assessment method.
- The idea of peer observation was discussed for the following year but no decision was taken.
- It was decided that “Batelle for Kids” would not be pursued.

3. Consolidation Year 2019/2020

- Many formative assessment practices are taking place in classes and most teachers are comfortable with at least 2 methods.

Examples include:

Think – pair – share

Exit cards

Jigsaw

Mini White Boards

Kahoot

Quizlet

Thumbs Up/ Thumbs down

Traffic Lights

Peer Assessment

Google forms

Graphic Organiser

Fish Bone

- 3 more staff members have enrolled on the Instructional Leadership course and 3 more are attending the Mike Hughes seminars. There is still an appetite amongst staff for professional development in this area which is financially supported by the Board.
- As part of our JCT day, the JC coordinator made a short video of formative assessment practices in action in many classes which allowed staff to reflect on what others are doing.
- The Principal decided not to pursue “peer observation” this year as team teaching was being introduced and it was felt that this was adequate.
- Dylan Williams You tube videos were shared with staff to give them a better understanding of the many benefits of formative assessment practices.
- Traffic Lights were inserted into Student Journal

4. Review Year 2020/2021