

Griffeen Community College, Lucan, Co.Dublin



School Self-Evaluation Report and Improvement Plan

Evaluation Period: September 2022 to May 2023

Report Date: September 2023

Griffeen Community College

Our Self-Evaluation Report and Improvement Plan

1. Introduction

This document records the findings of our current self-evaluation and improvement plan; including targets and the actions we will implement to meet the targets.

Under Circular 0041/2020, the second cycle of SSE was extended until June 2021 and the third cycle was due to commence in September 2021. In light of the additional challenges face by schools in the pandemic context and to allow consultation on the third cycle of SSE to take place, the Department of Education extended the second cycle of SSE until June 2022. Consequently the third cycle of SSE which had been due to commence in September 2021, commenced in September 2022.

In the 2022/23 school year, schools will continue with their current plans and priorities for SSE.

1.1 Outcomes of our last improvement plan from September 2021 to May 2022

- *In August 2020, because of the evolving teaching and learning environment we found ourselves in due to Covid-19, the teaching staff agreed to focus on Online Learning and Assessment*
 - The use of Microsoft Teams as an our VLE, was embraced and incorporated into our teaching and homework distribution and submission
 - The school's Acceptable Use policy was reviewed, updated and adopted
 - Tracking student attendance and digital engagement to online meetings was monitored
 - Student wellbeing throughout the pandemic was monitored through weekly check-ins with Tutors and Year heads. Wellbeing modules such as PE, SPHE and CSPE were continued throughout the online engagement
 - Teacher wellbeing was also monitored through once a week online meet-ups with a focus on informal activities

1.2 The focus of this evaluation from September 2022 to May 2023

We undertook self-evaluation of teaching and learning during the period September 2022 to May 2023. Under circular 0056/2022, the third cycle of SSE, 2022-2026, comprises of two phases, the first one being:

2022-2023: Review year: During this year, schools are required to use/continue to use the SSE process to identify and reflect on the impact of COVID-19 on their pupils'/students' educational experiences and outcomes, their wellbeing, their motivation to learn, and their engagement in learning.

Due to the information we amassed from online learning from 2020 to 2021, we were able to plan experiences, programmes of work and relevant supports to ensure students and those with special educational needs and at risk of educational disadvantage were enabled to engage with progress effectively in their learning when they returned to school. As a result, we decided to evaluate the following aspects of teaching and learning during the review year:

- Standards of Reading across the whole school
- Adequate Reading of Analogue Devices
- Student Punctuality/Attendance to School

2. Findings

2.1 There is area for improvement in our school on the following practices:

Standards of Reading

- Observation made by English Department about students within their classes displaying a lack of interest in books in terms of reading, buying or borrowing
- Lack of reading space in the school or absence of a library might be a factor in the lower standard of reading
- General consensus by the other subject departments that reading and interpretation of material is inadequate by students especially for scientific and history articles etc. This then can lead to lower standards in critical thinking skills

Adequate Reading of Analogue Devices

- Numerous students being identified as not being able to read the traditional classroom clock
- Students not able to identify fractions on clocks
- Teachers have reported students not being able to decipher time-lapses ie. how much time is left in the class using the classroom clock
- The use of the I-pad in the class has enabled students to become reliant on finding out the time from the digital display
- Teachers agree that it is important that students are able to read an analogue device as it can help them with their knowledge of fractions

Student Punctuality/Attendance

- Punctuality for tutorial (8.10am) and first class (8.20am) has decreased
- Using VSware as a way of monitoring this accurately
- Overall attendance has dropped – this could be attributed to the Covid-19 pandemic and a change in attitudes towards school attendance

2.2 There is how we know

The evaluation (based on teacher discussion, teacher observation, questionnaire to all 1st and 2nd Year students, VSware attendance data and data supplied by Year Heads) indicate the following:

Standards of Reading

- The results of a student survey given to 1st & 2nd Year students in Nov 2022 to ascertain their frequency of reading (at home/school) weekly, indicate that:
 - 16% read for less than 2 hours a week
 - 17% read for more than 2 hours a week

-35% read less than an hour a week

Adequate Reading of Analogue Devices

- The results of a survey given out to 1st Years in Nov 2022 to ascertain how many of them could read an analogue clock and work out the difference between 2 different times, indicate that:

-61% can read an analogue clock

-21% could work out the difference between two different times

Student Punctuality/Attendance

- Attendance data gathered from VSware show that:

- In October and November: Average of 41 lates per day across the whole school (late being indicated by not being present at 8.10am for Tutorial)

- The average absences in the months of Oct and November are 835. This is an increase of 61 students from the month of September

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:

Standards of Reading

- Promotion of interest in reading by students will be prioritised by the SSE Literacy team
- An allocated 'reading time' will be incorporated into every class in school at the same time; this will also allow teachers to model positive reading habits to the students

- Other literacy strategies will be developed during the year to promote reading including competitions and visual displays
- A survey will be carried out with the same year groups (1st and 2nd Year) in May 2023, to ascertain has there been an improvement in their frequency of reading

Adequate Reading of Analogue Devices

- The reading of analogue devices by students will be prioritised by the SSE Numeracy team
- A survey will be carried out on 1st Years in May 2023 to ascertain how many of them can read an analogue clock and work out the difference between 2 different times
- Time descriptors will be placed around every clock in each classroom. It will also show fractions and percentages
- All subject classes will use the class analogue clock at a specific time in the same task (use of intercom system for this when it is present in the school)

Student Punctuality/Attendance

- Attendance data from VSware will be used on an ongoing basis to gather evidence. Lates and absences will be recorded by Tutors/Teachers and daily/monthly data will be collated and relayed to staff at meetings
- Detention will be introduced as a deterrent for lateness or absenteeism, once a week. A teacher supervision roster will be developed for this to work

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 record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified) and **when**

Griffeen Community College SSE Focus 2022-2023

Targets	Actions	Persons/Groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>Context and Overview</p> <p>LAOS Dimension 1 - Teaching & Learning:</p> <p>Students enjoy their learning, are motivated to learn and expect to achieve as learners</p> <p>Domain 1: Learner Outcomes</p> <ul style="list-style-type: none"> Students' enjoyment in learning is evident and arises from a sense of making progress and of achievement. Their engagement with learning contributes to their sense of wellbeing. 	<p>-We are aiming to improve Literacy, Numeracy and Attendance on a whole school level. A specific target will be set for each area:</p> <p>Literacy – to improve the % of students reading on a weekly basis</p> <p>Numeracy -to improve the % of students who are able to read an analogue clock</p> <p>Attendance – to improve students' overall punctuality</p> <p>In order to secure this we will need to address whole school teaching and learning (LAOS Dimension 1) - specifically; implementation of strategies in the classroom by subject teachers for Literacy, Numeracy and Attendance; student opinion/awareness of strategies; efficacy of these</p>	<p>SSE committees as well as in- put from each subject department</p>	<p>-Co-ordinate SSE committees for Literacy, Numeracy and Attendance</p> <p>-Incorporate whole-staff SSE meetings within Croke Park Hours</p> <p>-Provide practical, cross-curricular Literacy and Numeracy resources</p> <p>-Designate space for staff to showcase and discuss Literacy, Numeracy and Attendance work</p>	<p>All progressed to plan</p>	<p>All targets achieved (completion of all success criteria listed)</p>

<ul style="list-style-type: none"> • Domain 2: Learner Experiences <p>Standard:</p> <ul style="list-style-type: none"> • Students experience opportunities to develop the skills and attitudes necessary for lifelong learning <p>Statement of Highly effective Practice:</p> <ul style="list-style-type: none"> • Students can, of their own initiative, transfer and apply skills learned in one context to another context. <ul style="list-style-type: none"> • Domain 4: Teacher’s collective/collaborative Practice <p>Standard Teachers work together to devise learning opportunities</p>	<p>strategies through quantitative and qualitative data</p>				
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for students across and beyond the curriculum

Statement of Highly Effective Practice:

- Teachers collaboratively plan learning experiences that enable and empower students to see learning as a holistic and lifelong endeavour.

Attendance Strategy

LAOS Domain 1 Learner Outcomes

Standard:
Students have the necessary knowledge skills and attitudes to understand themselves and their relationships.

Statement of highly effective practice :
'Students have the skills to modify and adapt their behaviour when required,

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and recognise the need to do so themselves.'					
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Targets	Actions	Persons/Groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>Target 1</p> <p>Increase % of students that read weekly from 70% (Nov 2022) to 80% by May 2023</p> <p>LAOS Dimension 1 - Teaching & Learning</p> <ul style="list-style-type: none"> Domain 1: Learner Outcomes Domain 2: Learner Experiences Domain 4: Teacher's collective/collaborative Practice 	<p>- Carry out a survey on 1st & 2nd Year students in Nov 2022 to ascertain their frequency of reading (at home/school) weekly</p> <p>-Timetable DEAR time for one class period during the week throughout the academic year. This will be a whole school initiative. Staff and students will be encouraged to read during this time. DEAR time will be advertised throughout the school building on posters to create awareness. An email will be sent to staff at the start of each week to notify them of the day/time it will take place. Book in bag initiative will be encouraged in order to make DEAR time a success. This will be done through reminders on TEAMS, Tutor board or journals. A supply of books will be available in classrooms who forget or don't have a book</p> <p>- An interactive Padlet (live) will be created by the students</p>	<p>Literacy SSE committee and members of each subject department</p>	<p>Results from Nov student survey show -16% read for less than 2 hours a week -17% read for more than 2 hours a week -35% read less than an hour a week -Students and teachers engaging very well in DEAR time; Timetabling is working very well. Some students have a book in the bag. There needs to be a bigger reinforcement by tutors and teachers to have students put a book in the bag Book materials in the classrooms working well but the only issue is storage</p> <p>-Padlet is set up and maintained well by</p>	<p>Progressed to plan except the use of 'immersive reader' is not being used to the full extent due to time constraints. Staff feel they need more practice using the tool with smaller groups. 'Bookflix' display is proving time consuming for Literacy committee to upkeep and change – suggestion to ask student council to maintain this</p>	<p>All targets achieved by May 2023(completion of all success criteria listed)</p>

	<p>for book reviews - to encourage not only students to read but also to foster a love of reading in parents/guardians</p> <p>-A 'Bookflix' display will be created as a visual display of book recommendations by students in the school. It will be used to promote awareness of reading in the school. It will be changed every term to maintain interest</p> <p>-A 'Bookmark' competition will be held in the school where multiple winners will be chosen. Their bookmark will be printed professionally and eventually it will be displayed in the new school library</p> <p>DS - 'Immersive Reader' will be introduced to Teachers in teacher led workshops in school (during croke park hrs). This feature of Microsoft Word will support fluency for English language learners or readers of other languages; will help build confidence for emerging readers as they learn to read at higher levels and will offer text decoding solutions for students with</p>		<p>students but there is not a great buy-in from parents/guardians. This is indicated by the user names of people uploading their books</p> <p>-Visual display of recommended books is up and maintained by staff. Students are very positive about recommending books</p> <p>-Students engage wholly in the bookmark competition and it is a big success.</p> <p>1/4 of the student body entered the competition, mainly junior students</p> <p>Staff engage in workshop and provide feedback during SSE meeting</p>		
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	<p>dyslexia and other learning needs. Through the workshop, teachers will be encouraged to use this at least once in their subject during the year</p> <p>-Allocate slot(s) during the year to show the implementation and progress of the Literacy strategies in the school</p> <p>-Carry out a survey on the same year groups (1st and 2nd Years) in May 2023 to ascertain has there been an improvement in their reading levels</p>		<p>-Literacy committee share experiences of using several of the strategies in their own classroom and level of engagement with them</p> <p>- Results from May student survey show:</p> <p>-15% read for less than -2 hours a week -12% more than 2 hours -16% less than an hour</p>		
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Targets	Actions	Persons/Groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>Target 2</p> <p>Improve fluency in reading the analogue clock, and to be able to calculate time lapses.</p> <p>LAOS Dimension 1 - Teaching & Learning</p> <ul style="list-style-type: none"> • Domain 1: Learner Outcomes • Domain 2: Learner Experiences • Domain 4: Teacher's collective/collaborative Practice 	<p>- Carry out a survey on 1st Years in Nov 2022 to ascertain how many of them could:</p> <ul style="list-style-type: none"> -Read an analogue clock -Work out the difference between 2 different times <p>-Time descriptors will be placed around every clock in each classroom. It will also show fractions and percentages</p> <p>-All subject classes will use the clock at a specific time in the same task (use of intercom system for this when it is present in the school)</p> <p>DS - Students are encouraged to change the display of time on their ipad from digital to analogue so when reading the time in school they are consistently using analogue displays</p> <p>- Carry out a survey on the same year group (1st Year) in May 2023 to ascertain has there been an improvement in reading of analogue devices</p>	<p>Numeracy SSE committee and members of each subject department</p>	<p>Results from Nov student survey show:</p> <ul style="list-style-type: none"> -61% of 1st years can read an analogue clock -21% could work out the difference between two different times <p>- Results from May student survey show:</p> <ul style="list-style-type: none"> - 88 % of students are able to read an analogue clock 	<p>Progressed to plan except the use of 'immersive reader' is not being used to the full extent due to time constraints. Staff feel they need more practice using the tool with smaller groups. 'Bookflix' display is proving time consuming for Literacy committee to upkeep and change – suggestion to ask student council to maintain this</p>	<p>All targets achieved by May 2023 (completion of all success criteria listed)</p>

			and 70 % are able to work out the time differences.		
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Targets	Actions	Persons/Groups responsible	Criteria for success	Progress and adjustments	Targets achieved
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<p>Target 3 Increase student punctuality to Tutor time/1st class to 95% (school policy target)</p> <p>LAOS Dimension 1 - Teaching & Learning</p> <ul style="list-style-type: none"> • Domain 1: Learner Outcomes • Domain 2: Learner Experiences • Domain 4: Teacher's collective/collaborative Practice 	<p>-Refer to the TESS report from 2019 – 2022 to look at the national averages for post-primary schools. This will give us a good comparative guideline to work from</p> <p>-Use attendance data from VSware on an ongoing basis to gather evidence</p> <p>- Introduce detention as a deterrent for lateness or absenteeism, once a week</p> <p>- Repeat offenders and parents are invited to meeting with management to resolve any issues</p> <p>-Devise a supervision roster for detention</p> <p>DS - Use of VSware to monitor attendance/lateness etc. Gathering evidence that can be used for AAR and SAR (Attendance Reports) that are submitted to TESS</p>	<p>-Attendance SSE committee and tutors of tutorial time in the morning</p> <p>-All staff are expected to take attendance on VSware in every class to avoid any discrepancies</p>	<p>- Comparison of data from VSware of daily averages</p> <p>Results:</p> <p>Oct & Nov: Average of 41 lates per day</p> <p>Feb & March: Average of 34 lates per day</p>	<p>Progressed to plan initially; there was a gradual decline in lateness and absenteeism. Teachers also bought into the initiative and showed great support for it. However, the overseeing of it on a daily basis, proved to be difficult and towards the latter half of the academic year, it was decided to review the proposed action plan for attendance</p>	<p>All targets achieved by Jan/Feb 2023 (completion of all success criteria listed)</p>
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