



**De La Salle College,  
Newtown,  
Waterford.  
X91DT68**

**Roll number: 649500**

**Self-Evaluation Report (2018-2019) and School Improvement Plan (2019-2020)**

## 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 2018 to May 2019.

- The percentage of teachers that believe that groupwork is beneficial has increased from 61.1% to 65.1%.
- There is a significant increase in the percentage of teachers displaying learning outcomes on the board at the start of a lesson (an increase from 41.6% to 60.5%).
- Teachers are using a variety of methods when assigning homework, and are no longer exclusively relying on oral communication to assign homework.
- More teachers are giving adequate time to ensure that students record their homework.
- There is a significant increase in the percentage of teachers conducting checks to see if students are recording their homework in the journal (an increase from 55.5% to 79.1%).

### 1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *September 2018 to May 2019*. We evaluated the following aspect(s) of teaching and learning:

- To promote and improve the use of effective groupwork in class.
- Clear learning intentions/outcomes to be stated orally and/or presented visually at the beginning of each lesson across all subjects and year groups.
- That teachers allow time for students to record their homework into their student journal in each lesson.

## 2. Findings

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

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

- Students are able to work independently and collaboratively in a purposeful manner (LAOS Domain 2: Students engage purposefully in meaningful learning activities).
- Teachers' plans identify clear, relevant learning intentions that are contextualised to students' learning needs (LAOS Domain 3: The teacher selects and uses planning, preparation and assessment practices that progress students' learning).
- Students see themselves as learners and demonstrate this in their positive approach to classwork and homework (LAOS Domain 1: Students enjoy their learning, are motivated to learn and expect to achieve as learners).

### 2.2. This is how we know

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

- Staff questionnaire (designed on Google Forms and issued in May 2019 on VShare).
- Checks carried out on student journals on 16<sup>th</sup> and 22<sup>nd</sup> May. Student journals were selected from 1<sup>st</sup>, 2<sup>nd</sup>, 5<sup>th</sup> and 6<sup>th</sup> Year.
- A student focus group comprising of 1<sup>st</sup>, 3<sup>rd</sup>, TY and 5<sup>th</sup> Years took place on May 22<sup>nd</sup>, 2019.
- The details are included in Appendix 1.

### 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.*

- That teachers continue to allow time for students to record their homework into their student journal in each lesson, and that teachers regularly check that this is being done.
- To provide students with the length of time required to complete the homework task.
- To improve the quality of the homework submitted.

### 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 2019 to May 2020.

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
That teachers continue to allow time for students to record their homework into their student journal in each lesson, and that teachers regularly check that this is being done.	Time should be given to record the homework in the student journal. If no written homework is assigned, teachers should encourage students to record in the journal to revise material covered in class. Students are to ensure there is an entry beside each subject every day. Three journals to be checked at random by the subject teacher on a regular basis.	All teachers and All students	90% of teachers currently give adequate time to ensure students record their homework in their school journal. The aim is to increase this figure to 95% by May 2020.	TBC	May 2020
To provide students with the length of time required to complete the homework task.	Teachers give a guide to the length of time needed for the specific task. This will allow students to organise the tasks appropriately and avoid situations where all tasks have to be done on the same night.	All teachers	At present, 48.8% of teachers give students an indication of the approximate time need to complete the homework task; the aim is to increase this to 75% by May 2020.	TBC	May 2020
To improve the quality of the homework submitted.	That teachers provide examples of what good homework looks like, checklists, scaffolding statements etc. so that the students can aspire to improving the quality of the homework, thus embedding the learning of that day.	All teachers	27.9% of staff surveyed are happy with the quality of homework presented, the aim is to increase this to 60% by May 2020.	TBC	May 2020

## Appendix 1.

### 1. Staff Questionnaire

1. Do you currently use group work in your class?
  - Never 2.3%
  - Rarely 23.3%
  - Sometimes 58.1%
  - Often 16.3%
  
2. In general, do you think group-work is beneficial?
  - Yes 65.1%
  - No 4.7%
  - Maybe 30.2%
  
3. Do you display your learning outcomes on the board at the beginning of each lesson?
  - Yes 60.5%
  - No 39.5%
  
4. When assigning homework, what method of presentation is used
  - Stated orally 0%
  - Presented on board 7%
  - Combination of both 93%
  
5. Do you give adequate time to ensure students record their homework in their school journals?
  - Yes 90.7%
  - No 9.3%
  
6. Do you conduct checks to see if students are recording homework
  - Yes 79.1%
  - No 20.9%
  
7. Do you give the students an indication of the approximate time needed to complete the homework task?
  - Yes 48.8%
  - No 51.2%
  
8. How happy are you with the quality of the homework presented?
  - Very happy 0%
  - Happy 27.9%
  - Somewhat happy 55.8%
  - Unhappy 16.3%
  - Very unhappy 0%

### Checks carried out on Student Journals.

Checks were carried out on 16<sup>th</sup> May, 2019 and 22<sup>nd</sup> May, 2019. Journals belonging to 1<sup>st</sup>, 2<sup>nd</sup>, 5<sup>th</sup> and 6<sup>th</sup> Yr. Journals were examined to ascertain how well the students were recording their homework.

	Homework not recorded	Homework partially recorded	Homework fully recorded
6 <sup>th</sup> Year	38%	53%	8%
5 <sup>th</sup> Year	0%	100%	0%
2 <sup>nd</sup> Year	10%	75%	15%
1 <sup>st</sup> Year	0%	90%	10%

### Student Focus Group.

A focus group comprising of a selection of 1<sup>st</sup>, 3<sup>rd</sup>, TY and 5<sup>th</sup> year students took place on 22<sup>nd</sup> May 2019. The **findings** are as follows:

- Do you always record homework/study in your journal?
  - All 6 students said “yes”
- Is homework mainly assigned orally, i.e. teacher calling out the homework or is it written on the board?
  - All students replied that it varies from teacher to teacher. They noted that some teachers have a small section of the whiteboard dedicated to homework – and that it was helpful for students to be able to find the homework written on the same location of the board in each lesson. It was especially helpful if the student had missed the homework instruction given due to having arrived late to class etc.
- Do you get a specific time in class to record homework/study?
  - 5 students stated that time was given in most classes to record homework. The students noted that in some lessons, there was a rush before the end of the lesson to take down homework. The students discussed how Google Classroom was being used to assign homework by some teachers. They found it helpful that homework was assigned in electronic form because if they had missed a lesson due to extracurricular or illness etc., they could still easily access the homework.
- Are your journals checked in class to see if homework has been recorded?
  - All students replied that some teachers checked journals – but that this varied from teacher to teacher. Some students felt that it would be a good idea for teachers to check journals regularly, but not necessarily on a daily basis. One student suggested that a monthly (or term) reflection page could be included in the journal, where the student or his teachers could record areas of achievement that occurred that month. Examples given were good test scores, good effort/behaviour, representing the school on a winning team etc. This page could then be shown by the student to his parents. All students noted that parents never checked the student journal.
- Do you get an indication from your teacher of the approximate time needed to complete the homework task?
  - Students said that some teachers told the students how long to spend on the assigned homework – but that this tended to occur in exam years, and often with homework assigned from exam papers. Students said that they found it helpful to know how long to spend on a task. Other students said that they guessed how long they needed to spend on homework.