

De la Salle College Waterford

Our Self-Evaluation Report and Improvement Plan 2023-24

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. In line with circular 56/2022, a review of Wellbeing Promotion is central to our School Self Evaluation Report & Improvement Plan.

1.1 Outcomes of our last improvement plan from Sept 2022 to May 2023

- In the academic year the school's area of focus was the promotion of wellbeing, specifically, "To help students learn study skills in their chosen subject areas.

The following areas are prioritised for improvement:

- To positively affirm in each student, the importance of study.
- To encourage students to study on a regular basis.
- To show/explain to students different techniques of studying
- To get the students motivated to study independently, rather than it being teacher led.
- For students to understand that different subjects require different methods of study.
- To explain to 1st Years the idea of studying across a wide range of subjects

Improvement Targets:

- 1) Awareness of the section in the School Journal in helping develop Study skills

In Sept 2022, 25% were aware of the section in the Student Journal. By March 2023 this had risen to 65%

- 2) Getting students to try to implement any of these study skills.

35% of students surveyed had implemented at least one of the described study skills

- 3) To get students studying independently and to increase the time that they study.

95% of students now study independently at home and 85% have increased the time they spend studying.

- 4) To increase a student's ability to study

95% of the students surveyed think that their ability to study has improved. 90% of them believe their subject teachers have helped them in how to study their subject.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period Sept 2023 to May 2024. We evaluated the following aspect(s) of teaching and learning, with a specific focus on wellbeing promotion, as per circular 56/2022:

- To improve the Wellbeing and Learning Environment within the classroom.
- To continue to improve and embed previous years focus areas with a special emphasis on improving the study skills of all students

2. Findings

2.1 This is effective / very effective practice in our school

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

- A dedicated staff who want each of our students to achieve to their full capability.
- A Guidance team who work with all students with advice and study criteria.
- A Wellbeing Team who endeavour to make the students in the school feel welcome and important outside of the classroom through different initiatives.
- A Learning support team who give individual attention to some students that are struggling academically in the school.

- A student body that want to engage and improve academically.
- A class tutor system in Junior Cycle to help students in their everyday needs.
- A positive rapport between staff and students as highlighted in our WSE and recent Science inspection exists, which promotes encouragement to students to be the best they can.
- Teachers in base classrooms that take responsibility for the appearance and upkeep of their classroom.

2.2. This is how we know

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

- Individual rooms were surveyed for educational relevant materials displayed and the general appearance of the room.
- Every room was surveyed for infrastructure for the display of posters/student work.
- Student focus groups were held, one for Junior Cycle and one for Senior cycle. These focus groups reinforced the belief that room a relevant print rich environment enhanced the student experience whilst been taught in these rooms.
- The focus groups highlighted that Junior cycle students preferred student work to be displayed whilst having a seating arrangement that allowed groupwork when necessary. Senior cycle students preferred subject relevant material displayed and a seating plan in pairs or singly facing the board.

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.

- To improve by 20% the infrastructure, by putting up additional notice boards and wooden lats for the display of student work and subject relevant teaching aids e.g. Posters, Flags, Maps etc.
- To increase by 20% the number of teachers displaying student work and/or subject relevant material.

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 Sept 2023 to May 2024

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>1) To visually survey every classroom regarding the display of student material and/or subject relevant posters or models.</p> <p>2) To find the views of students on what makes a rich learning environment in a classroom.</p>	<p>Visit each classroom to check on the following</p> <ul style="list-style-type: none"> ● Display of student Material ● Display of subject relevant material ● Condition of paint on the walls. ● Data projectors ● Plants <p>Two focus groups with students were chosen Group 1: Junior Cycle Group 2: Senior Cycle.</p> <p>The aim was an informal discussion about what makes a classroom nice and what about this classroom impacted on them most</p> <p>At the end of the informal discussion each student was asked to fill in a survey sheet regarding same.</p>	<p>SSE Co-ordinator It was decided that one person was best to survey so a consistent view was achieved</p> <p>1) SSE Co-Ordinator held the focus group with the Junior Cycle students</p> <p>2) A member of the SSE team and the Careers and Guidance Dept held the focus group with the Senior Cycle students.</p>	<ul style="list-style-type: none"> ● A sliding scale from 5 to 1 was assigned to each room. 5 stars was given for a visually rich learning environment to 1 star for a room with little/no visual display of work/posters. <p>The views of the students were analysed with the following</p> <p><u>Junior Cycle:</u></p> <ul style="list-style-type: none"> ● They liked to see student material displayed. ● Arrangement of desks for group work ● Comfortable seating. 	<p>Every class in the school was visited and feedback both observational and verbal was got from the classroom teachers. Some teachers mentioned cleanliness. This information was given to the School management to try and have the classroom cleanliness improved.</p> <ul style="list-style-type: none"> ● Nov '23 at a staff inservice staff were invited to view rooms that the students had highlighted as rooms they liked in respect to seating, display of visual stimulation 	<ul style="list-style-type: none"> ● Each room was survey over a 3 day period in the 1st term. ● Every room had a working data-projector ● Data was collected and collated. ● Completed Oct 2023 <p>Students views were collated and shared with SSE team and staff from the focus group feedback.</p> <p>Completed Nov 2023.</p>

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>3) To improve the infra-structure inside classrooms for the display of student work and subject relevant material.</p>	<p>a) Teachers with a base classroom filled out a google form requesting how many notice boards or wooden lats they needed.</p> <p>b) Information provided to DLS caretakers for fixing the boards/wooden lats to the walls.</p>	<p>a) Principal for providing the funding for notice boards and wooden lats.</p> <p>b) School caretakers for attaching the boards/lats to the walls.</p> <p>c) Base teacher of each classroom for location of boards and lats</p> <p>d) School secretary for the order and purchase of the boards.</p>	<p>Senior Cycle:</p> <ul style="list-style-type: none"> ● Seating was their most important factor. Preferably free standing grey chairs, in lines/pairs facing the board. ● Print rich environment with relevant subject posters displayed in a print size that can be seen. <p>Each classroom has sufficient locations on the walls to attach and display</p> <ul style="list-style-type: none"> ● Student Work ● Subject relevant posters and materials ● CBA's ● DLS core principles ● Junior and Senior cycle PDST material. ● Learning intentions boards ● Homework boards. 	<ul style="list-style-type: none"> ● Some rooms need repair for water damage. Walls were replastered and repainted. ● Other rooms need repainting. ● Flooring in some classrooms is in a dangerous state and needs repair or replacing. 	<p>All boards and Lats were put up in classrooms were teachers requested them.</p> <p>Completed March 2024.</p> <p>Usually a classroom draw will take place in May 2024, some teachers will get new rooms in Sept 2024. It could be necessary to revisit this with another google form in early Sept 2024.</p>

<p>4) To increase by 20% the number of teachers displaying student work/subject relevant material</p>	<p>Revisit each classroom to check on the following</p> <ul style="list-style-type: none"> ● Display of student Material ● Display of subject relevant material ● Condition of paint on the walls. 	<ul style="list-style-type: none"> ● DLS teaching staff. ● Subject Departments ● SSE Co-ordinator and SSE team. <p>It was decided that the same person who did the initial survey would be the best person to recheck rooms.</p>	<ul style="list-style-type: none"> ● More classrooms to be visually attractive for Wellbeing and educational purposes. ● More student work, especially) Junior Cycle displayed. ● More subject relevant posters material displayed. ● Initial success will be an increase of 20% in 2023-2024. In classrooms that have improved their appearance. 	<ul style="list-style-type: none"> ● Teachers to put up subject relevant material in their rooms 	<ul style="list-style-type: none"> ● This target will be completed by May 2024. ● Stage 2 will be for subject departments to design/create/purchase subject relevant material for their department as they see fit. ● With the improved infrastructure an emphasis will be to reemphasis previous SSE focus areas of Numeracy and Literacy in displays in all classrooms. ● This will start in Sept 2024.
<p>5) To continue to embed study skills in all students</p>	<p>Provide a study pack to 1st, 2nd, 3rd, 5th and 6th year students.</p> <p>(Flashcards, Post-its, Highlighters, Red Pen, clear pencil case.)</p> <p>Worksheets for senior students.</p> <p>TY's to do study skills mentoring for 1st and 2nd years.</p>	<ul style="list-style-type: none"> ● Study Skills Team ● Guidance Team ● All Teachers. 	<p>To further embed study techniques in the student body.</p>		<p>Wellbeing classes in Junior cycle have put further emphasis on study skills and study techniques.</p> <p>Study packs have been given to 1st, 2nd, 3rd, 5th and 6th year groups.</p>

SSE 2023-2024

Area of Focus: To improve the wellbeing and learning environment in the classroom.

Target: A target of 20% improvement was set

There are 63 classrooms in the school. Some of these are specialist classrooms but the majority are normal classrooms

Initial Survey

Follow up Survey - April 2024

	Number of Rooms
No posters/Student work displayed	17
Few posters/student work displayed	23
Abundant posters/student work displayed	23
	Number of Rooms
No posters or Student work displayed	7
Few posters/student work displayed	19
Abundant posters/student work displayed	37

Number of Rooms with increase:

In total 28 rooms out of 63 $\therefore 28/63 \times 100/1 = 44.4\%$ improvement

Breakdown:

7 rooms went from no posters to a few

5 rooms went from no posters to a visual rich environment

12 rooms went from few posters to a visual rich environment

$$7/63 \times 100/1 = 11.1\% \text{ improvement}$$

$$5/63 \times 100/1 = 7.9\% \text{ improvement}$$

$$16/63 \times 100/1 = 25.4\% \text{ improvement}$$

Infrastructure:

In a survey staff were asked if they needed additional boards or wooden Lats to aid with the display of student work/posters.

17 rooms were fitted with additional boards $17/63 \times 100/1 = 27\%$ improvement

18 rooms were fitted with additional wooden Lats $18/63 \times 100/1 = 28.6\%$ improvement

Summary:

- The initial target of a 20% improvement was more than doubled with 44.4% of classrooms improving the Wellbeing and Learning environment within their classrooms.

5) Is a visually rich classroom environment, a factor that helps you to study/ learn the subject that the teacher is teaching you?

Yes No

83% of Junior Students said yes

100% of Senior students said yes

6) What type of posters would improve your learning/ understanding on a topic? Please tick any box that is appropriate

a) Large relevant posters with large print that is readable/visible.

83% of Junior Students said yes

60% of Senior students said yes

b) Colourful posters

70% of Junior Students said yes

70% of Senior students said yes

c) Relevant Posters with labelled diagrams

78% of Junior Students said yes

90% of Senior students said yes

d) Relevant Posters with bullet points on how to approach answering an exam questions

83% of Junior Students said yes

80% of Senior students said yes

e) Relevant Posters on how to study for that subject.

74% of Junior Students said yes

90% of Senior students said yes

f) Posters /students work showing English quotes from plays, Poetry, etc.

87% of Junior Students said yes

60% of Senior students said yes

g) Posters/ Students work showing definitions/equations relevant to the topic been taught

87% of Junior Students said yes

60% of Senior students said yes

h) Maps/ Ordnance Survey Maps, etc.

91% of Junior Students said yes ***50% of Senior students said yes***

i) Posters with a question and a sample answer displayed

74% of Junior Students said yes ***70% of Senior students said yes***

7) Have you noticed more classrooms having a seating arrangement (even for 15mins) to allow groupwork or peer assessment?

Yes No

61% of Junior Students said yes ***70% of Senior students said yes***

8) Has your knowledge of study skills improved this year? (e.g. I have learned new methods)

Yes No

74% of Junior Students said yes ***100% of Senior students said yes***

9) Have you learned and practised new study skills methods this year (e.g. Flashcards, Post-Its, KWL etc.)?

Yes No

78% of Junior Students said yes ***100% of Senior students said yes***