

School Self-Evaluation Report 2022-2023

Mission Statement of De La Salle College, Waterford

De La Salle College Waterford is a Catholic school. It is a learning community where all students are valued and educated in preparation for a meaningful life.

1) INTRODUCTION

The focus of the evaluation

A school based self-evaluation of teaching and learning was undertaken during the period September 2022 to May 2023. It was recommended by the Department of Education and Skills that this year we evaluate teaching and learning in the following areas;

- To determine the impact of Covid on teaching and learning
- To examine the effectiveness of previous years SSE on teaching and learning
- To help students improve their study skills in their chosen subjects.

This report summarises the strengths that were identified and the areas that have been prioritised for improvement.

School Context

De La Salle College Waterford is an all-boys Catholic school. It is a learning community where all students are valued and educated in preparation for a meaningful life. The school offers the Junior Certificate, Junior Certificate Schools Programme(JCSP), Transition Year, Leaving Certificate Applied (LCA) and Leaving Certificate programme to its students. We have an enrolment of 1081 students in 2022-2023. The school's catchment area includes Waterford City, East Co. Waterford, South Kilkenny and South Tipperary. De La Salle College Waterford is a Catholic School under the trusteeship of Le Cheile. The college is managed by a Board of Management. It is funded by the Department of Education and Skills. De La Salle was founded in 1891 by the De La Salle Brothers and serves as a Catholic school for boys. De La Salle College Waterford seeks to promote an atmosphere of friendliness, discipline and co-operation where everyone can experience respect, encouragement and support. While every school is a community in which adults and young people live and work together, a Lasallian School is inspired by the vision of St. John the Baptist De La Salle, that Gospel values must permeate the life of a Catholic school in such a way that students internalise those values and reflect them in their behaviour.

2) The Findings

For this academic year we were directed by Department guidelines

- To determine the impact of Covid on teaching and learning and
- To examine the effectiveness of previous years' SSE targets on teaching and learning

After surveying all concerned stakeholders and analysing their replies, a focus, for the academic year 2022-2023, was identified.

- To help students develop and improve study skills in their subject areas

A committee that included the SSE Co-ordinator, Principal, Deputy Principals and 5 teaching staff devised a comprehensive survey that was compiled and distributed to the all teaching staff, the whole student body and all parents.

The survey was designed to determine the impact of Covid on the students in De La Salle College, to examine the extent to which the previous SSE areas of focus been embedded in both teaching and learning. From this survey, areas were highlighted and the committee determined that this year's area of focus would be to try to improve our students' ability to study their chosen subjects.

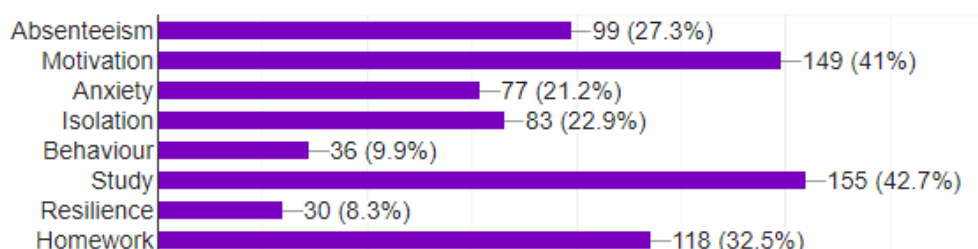
375 students completed the survey which represents 32% of the student body. Of these 56.7% of the responses were from Junior Cycle Students and 43.3% from Senior cycle.

Research Area 1:

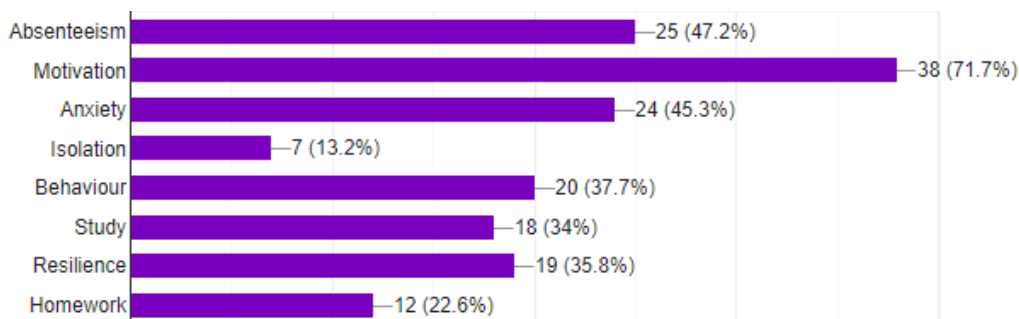
To determine the impact of Covid on teaching and learning:

Q1: With regard to Well Being, which areas do you feel Covid restrictions have affected you most adversely in De La Salle

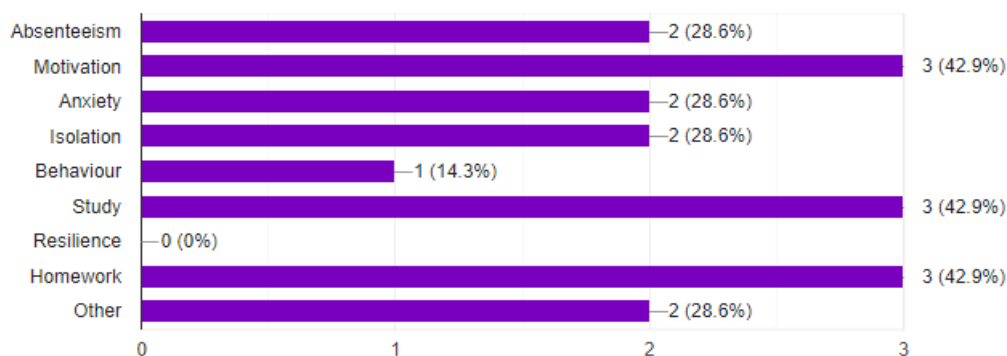
Student responses:



Staff Responses:



Parent responses:



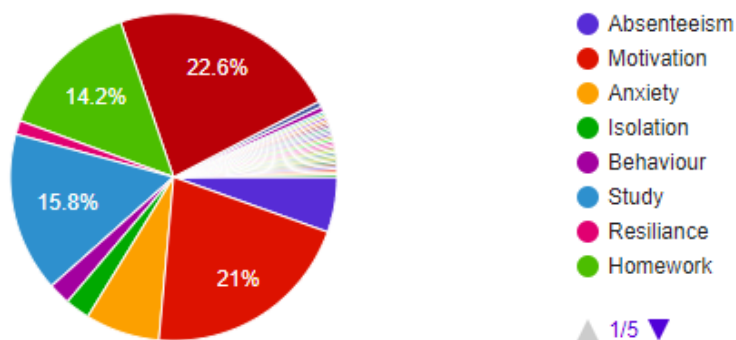
Findings:

- The three focus groups showed a similar trend
- All 3 focus groups highlighted Motivation and Study as key areas affected.

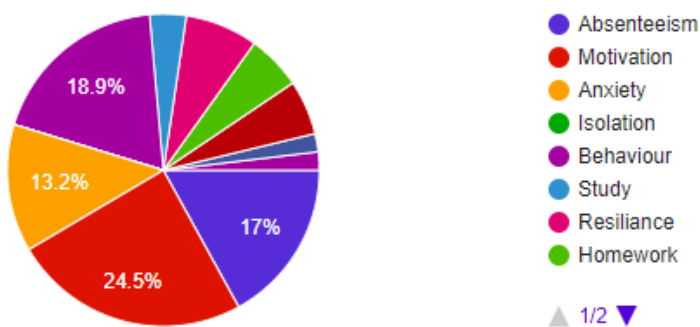
- Homework and Absenteeism also were areas of concern

Q2) Select one area that you feel is most need of urgent attention to help improve your Well being in De La Salle

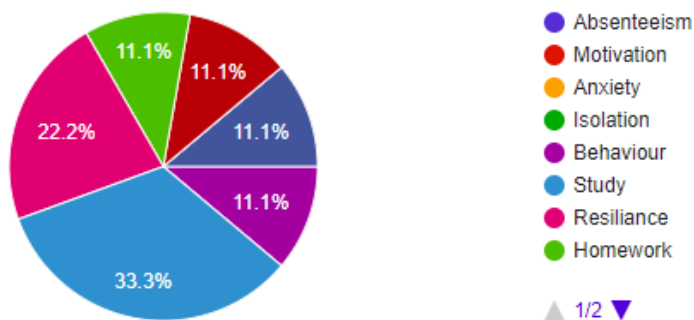
Students Response:



Staff Responses:



Parent Responses:



Findings:

- The three focus groups each picked a key area of concern
- Both students and staff identified Motivation, whilst parents identified Study
- Other areas that featured highly by students were the School Surroundings and being allowed out to nearby shops at lunch time by senior cycle students, by staff behaviour and by parents resilience.

Research Area 2:

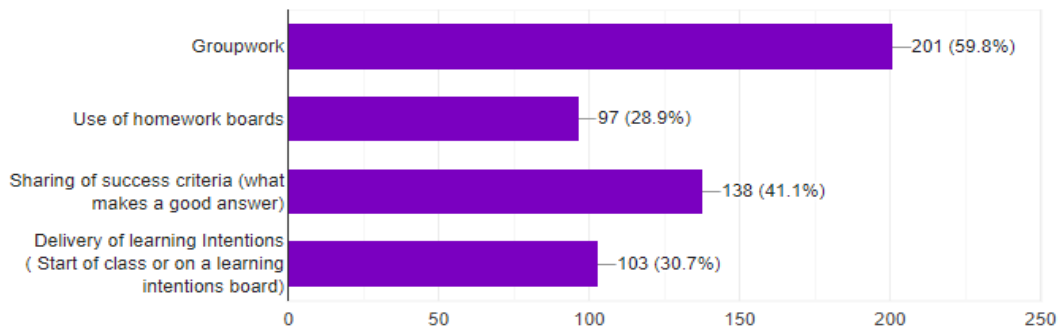
To examine the effectiveness of previous years SSE on teaching and learning

These questions were designed to examine how successful the previous 4 areas of focus (Pre-Covid) were

- These areas are
- 1) Use of Groupwork
 - 2) Use of Homework Boards
 - 3) Sharing of Success Criteria
 - 4) Use of Learning Intentions Boards

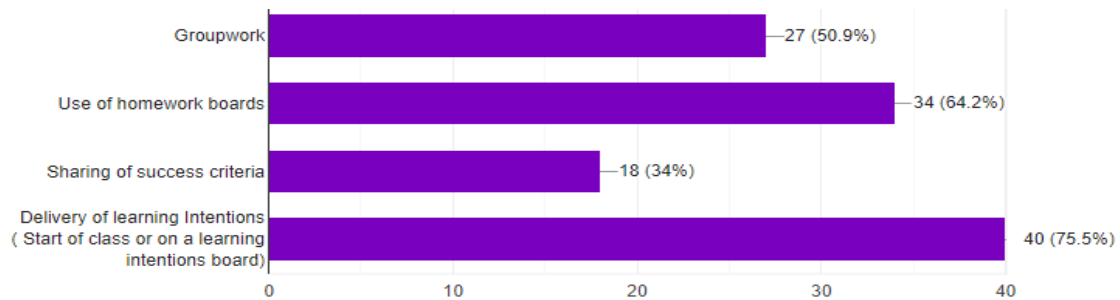
1) Which of the following are you aware of taking place in your classes to help Teaching and Learning

Student responses:

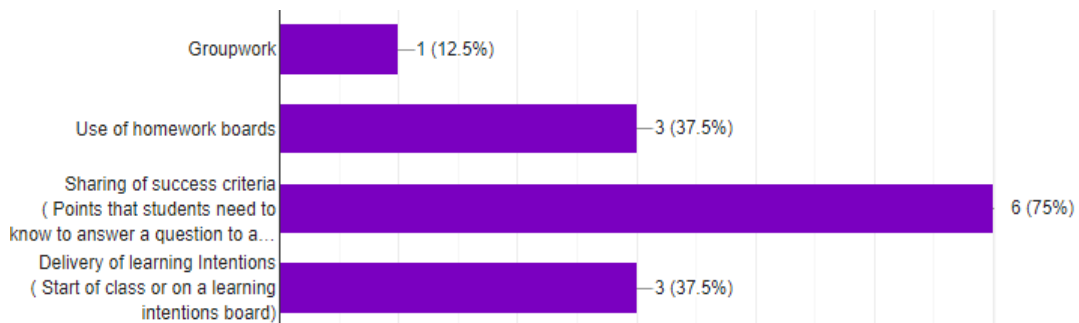


Staff Responses:

Which of the following do you feel you have embedded in your class to help teaching and learning



Parent Responses:



Findings:

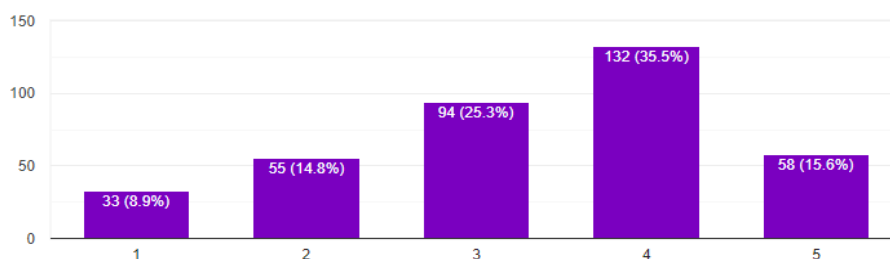
- In the 4 previous SSE areas of focus more than half the staff feel they have embedded group work, use of homework boards, and delivery of Learning intentions. Sharing success criteria was less prominent.

- In contrast students feel that group work is the only one where half of them feel it is embedded in teaching and learning, whilst a third feel that the other 3 are used by teachers.
- The parent's views felt sharing success criteria was something that they had noticed most.

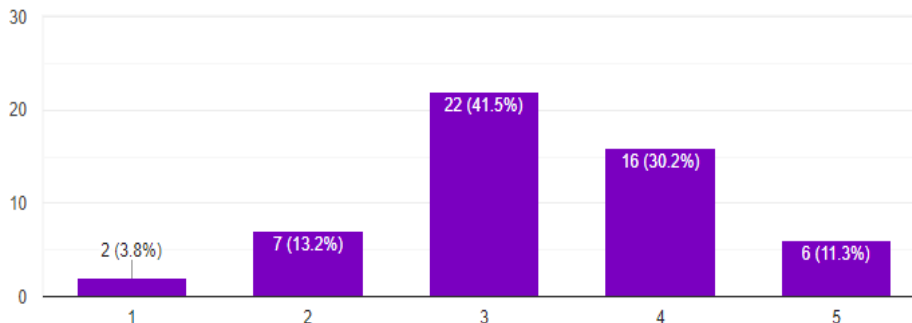
Q3) Each groups views on the effectiveness of each of the four strands with a set of questions rating each strand. Each stand had a scale of 1 to 5, where 1 is of no benefit to 5 which is very beneficial

a) Groupwork:

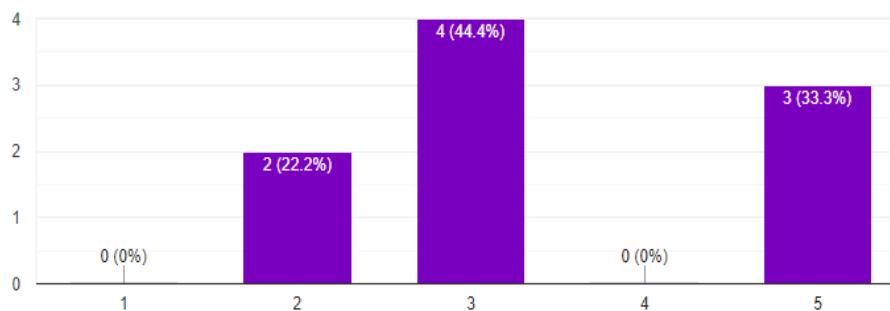
Student Responses:



Staff Responses:



Parent Responses:

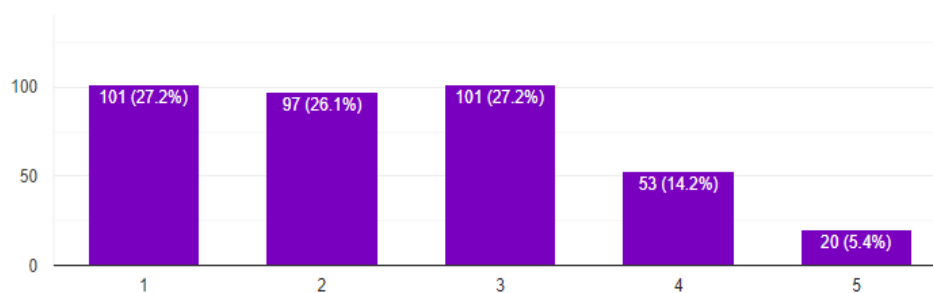


Findings: Taking 1 and 2 as being of little or limited benefit and 3 to 5 as beneficial to very beneficial

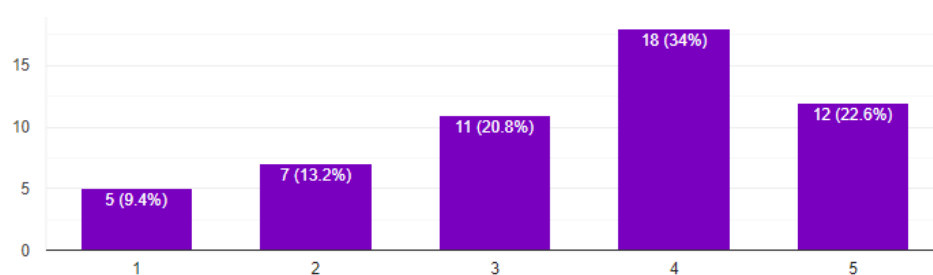
- 83% of staff, 77% of students and 77% of parents see the use of groupwork as beneficial within their classroom setting.

b) Homework Boards:

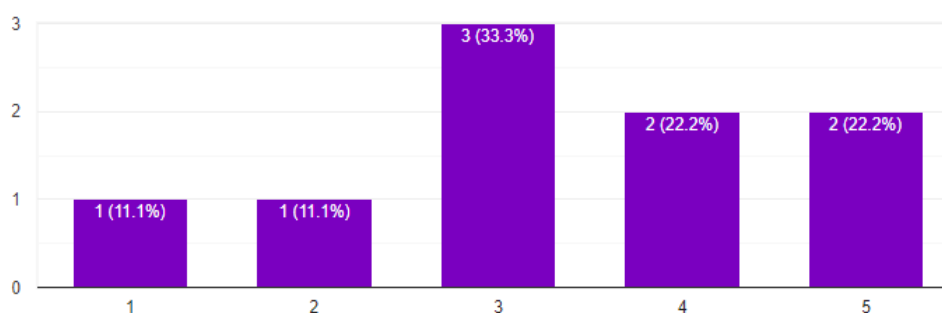
Student Responses:



Staff responses:



Parents responses:

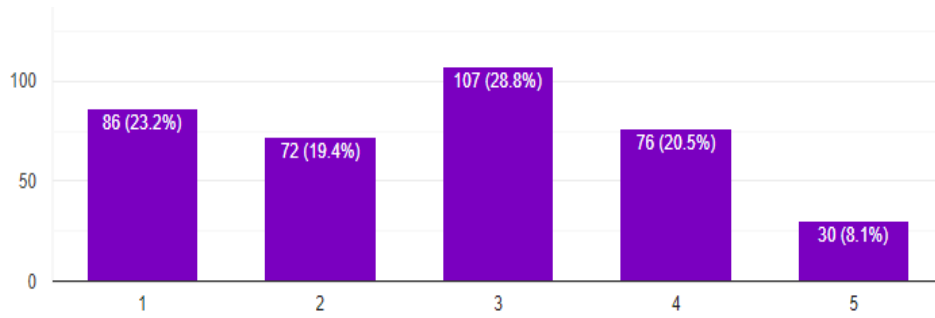


Findings: Taking 1 and 2 as being of little or limited benefit and 3 to 5 as beneficial to very beneficial

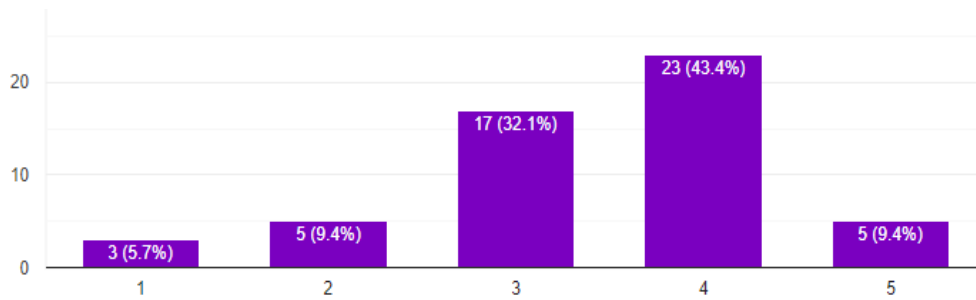
- 78% of staff, 80% of parents but only 47% of students see the use of homework boards as beneficial within their classroom setting.

c) Learning Intention Boards

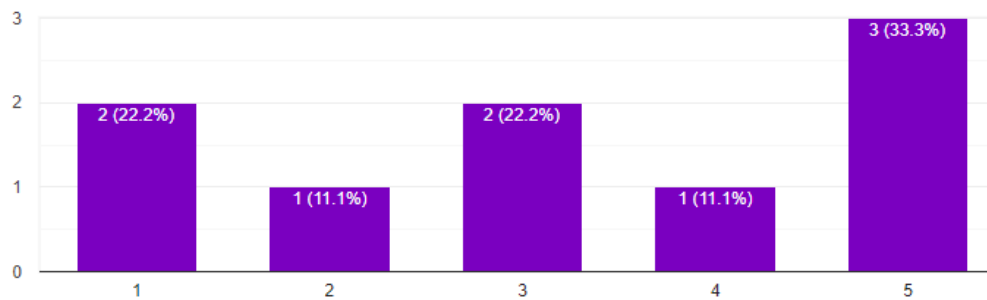
Student Responses:



Staff Responses:



Parent responses:

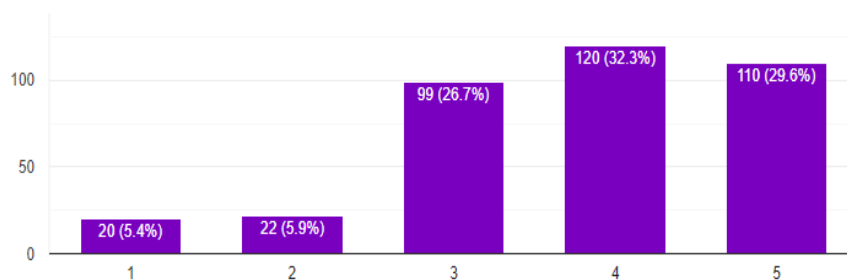


Findings: Taking 1 and 2 as being of little or limited benefit and 3 to 5 as beneficial to very beneficial

- 85% of staff, 58% of students and 66% of parents see the use of learning intentions boards as beneficial within their classroom setting.

d) Sharing Success Criteria

Student Responses:



Staff Responses:

Yes = 85%

No = 15%

7) Do you think that your ability to study has improved?

Yes = 95%

No = 5%

School Improvement Plan 2022-2023

The area of focus this academic year is to help students with their study skills, which in turn was felt that it would help motivation.

Our school has strengths in the following areas:

- 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 exists, which promotes encouragement to students to be the best they can.

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 student's different techniques of studying
- To increase the students motivation 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) Encouraging 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 help students study independently and to increase the time spent studying.

95% of students 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.

Responsibility: All teachers.

Timeframe: Sept 2022 – June 2023.