**Presentation College, Terenure**

**Dublin 6W**

**76092K**

**SCHOOL SELF EVALUATION REPORT FOR LITERACY**

EVALUATION PERIOD**:** *May 2014- 2017*

REPORT ISSUE DATE: *MAY 2014*

1. **Introduction**

The Focus Of The Evaluation

A school self-evaluation of the school was undertaken during the Spring Term of 2015. Literacy levels in the in-coming First Year students and how the teaching and learning in all subjects support the acquisition of literacy skills were reviewed.

School Context:

Presentation College is a post-primary school for girls under the auspices of the City of Dublin Education and Training Board. There are currently 308 students including 27 who have EAL. We have 25 feeder schools for our current First Years. 24 of the students avail of Learning Support, also 6 students have resource hours and we have 2 SNA who work with 4 students.

1. **Findings:**

*Learner Outcomes*

The Junior Certificate results in all subject areas were analysed on a four year cycle and against the national averages. This was done in order to indicate the existing standards and trends. The majority of subjects compare favourably with the national norms. Findings and targets are recorded in the respective subject department plans.

*Learner Experience*

An on-line questionnaire *(see Appendix 1)* was formulated to cover the area of Literacy and administered to the incoming First Year Students in February 2014, prior to entry. Once these surveys were collated, analysis began immediately.

Findings from Student Survey

41% of students read for more than one hour per week with 12% saying they don’t read at all for enjoyment.

62% of students surveyed say they love reading, with 81% reading books, both fiction and non-fiction.

Only 33% of students like to read aloud in class, with 34% preferring the teacher to read aloud to the class.

21% would like a checklist to help them improve their written work, with 37% always checking their work for mistakes.

61% of students prefer to speak in small groups or in pairs, with only a small number being comfortable presenting to the class.

*Teachers’ Practice*

At a Staff Meeting in January of 2014, following a presentation on Literacy, teachers completed a survey on Teaching and Learning within their own classroom experiences *(see Appendix 2)*. After analysis it was decided that the area in most need of focus was the area of Oral Literacy.

*Findings from Teacher Survey*

More focus is given during class time on Knowledge or Content than on other Key Skills.

While Literacy Skills are being addressed during class, the staff still feels that the Literacy Skills of the students, especially in terms of their own written work, could improve.

Co-operative learning, either in pairs or small groups is being used by all teachers more so than ICT.

89% of teachers use Comprehension Strategies regularly during their lessons.

The area of peer teaching or presenting to the class by students is a tool regularly used by teachers but only 21% of students say they feel comfortable with this type of learning.

84% of teachers distribute questions equally among the students but only 26% of students say they feel comfortable answering out in front of the whole class.

1. **Summary of School Self-Evaluation Findings:**

Our evaluation identified the following strengths:

* 77% students like to write
* 41% students read for more than one hour a week
* 61% students are more comfortable haring ideas in pairs or small groups
* 89% teachers feel they are addressing the development of Literacy Skills
* 100% teachers give opportunities for pair or small group work
* 89% teachers use comprehension strategies
* 47% teacher using peer teaching
* 89% teachers expect answers or give answer with subject specific language

The following areas are prioritised for improvement:

* Teachers to focus on the development of literacy in their teaching as well as knowledge and skills.
* Teachers will implement the Literacy Strategy: Development of Oral Literacy for the incoming First Year students in September 2014. Teachers will incorporate the following aims into their Scheme of Work for First Year 2014/2015
* Students contribute effectively and appropriately to discussions
* Students collaborate effectively in their learning
* Students explain their thinking clearly and effectively
* Students present information clearly and effectively
* In order to develop the Literacy Strategy and improve students’ confidence in participation in class, teachers will incorporate the Literacy Strategy: Editing Checklist into their lessons.
* Information on Editing will be included on reverse of the School’s ‘Perfect Homework’ bookmark, distributed to all First Year students in September 2014.
* Teachers will begin to focus on improving the Numeracy Skills of the students by incorporating the Numeracy Strategy: Students will be expected to work out **WITH PEN AND PAPER** the results of class tests etc.

**The following legislative and regulatory requirements need to be addressed:**

* The Whole School Guidance Plan needs to be updated.

**Appendix to School Self-Evaluation Report:**

**legislative and regulatory checklist**

| **Issue** | **Relevant legislation, rule or circular** | | | **Is the school fully meeting the requirements of the relevant legislation, rule or circular?** | **If no, indicate aspects to be developed** |
| --- | --- | --- | --- | --- | --- |
| Valid enrolment of students | M51/93 | | | Yes |  |
| Time in school   * Length of school year (minimum of 167 days for all year groups) * Length of school week (minimum of 28 hours for all year groups) | Circular M29/95 | | | Yes  Yes |  |
| Standardisation of school year | Circular 034/2011 | | | Yes |  |
| Arrangements for parent/teacher and staff meetings | Circular M58/04 | | | Yes |  |
| Implementation of national literacy strategy | Circular 25/12 | | | Yes |  |
| Implementation of Croke Park agreement regarding additional time requirement | Circular 025/2011 | | | Yes |  |
| Development of school plan | Section 21 Education Act 1998 | | | Yes |  |
| Guidance provision  in secondary schools | Circular PPT12/05, Education Act 1998 (section 9(c)) | | | Yes |  |
| Whole-school guidance plan | Section 21 Education Act 1998 | | | No | Updating of plan required |
| Delivery of CSPE to  all junior cycle classes | Circular M12/01 Circular M13/05 | | | Yes |  |
| Exemption from the study of Irish | Circular M10/94 | | | Yes |  |
| Implementation of revised  in-school management structures | Circular M29/02, Circular 21/98, Circular 30/97, Circular 29/97 | | | Yes |  |
| Limited alleviation on filling posts of responsibility for school year 2011/12 | Circular 53/11 | | | Yes |  |
| Parents as partners in education | Circular M27/91 | | |  |  |
| Implementation of child protection procedures | Circular 65/11  Please provide the following information in relation to child protection | | | Yes |  |
| ▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE  ▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of management informed  ▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made  ▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made and the school board of management informed | | 1  0  0  0 |
| Implementation of complaints procedure as appropriate | Section 28 Education Act 1998  Please provide the following information in relation to complaints made by parents during this school year | | | Yes |  |
| Refusal to enrol | Section 29 Education Act 1998  Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year | | | N/A |  |
| Number of section 29 cases taken against the school  Number of cases processed at informal stage  Number of cases heard  Number of appeals upheld  Number of appeals dismissed | | 0  0  0  0  0 |
| Suspension of students | Section 29 Education Act 1998  Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year | | |  |  |
| Number of section 29 cases taken against the school  Number of cases processed at informal stage  Number of cases heard  Number of appeals upheld  Number of appeals dismissed | 0  0  0  0  0 | |
| Expulsion of students | Section 29 Education Act 1998  Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year |  | |  |  |
| Number of section 29 cases taken against the school  Number of cases processed at informal stage  Number of cases heard  Number of appeals upheld  Number of appeals dismissed | 0  0  0  0  0 | |

**Appendix to School Self-Evaluation report: policy checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Policy** | **Source** | **Has the policy been approved by the Board of Management ?** | **If no, indicate aspects to be developed** |
| Enrolment policy | Section 15(2)(d) of Education Act  Equal Status Acts 2000-2011 | Yes  No |  |
| Code of behaviour, including anti-bullying policy[[1]](#footnote-1) | Circular M33/91  NEWB guidelines  Section 23, Education Welfare Act 2000  Guidelines on Countering Bullying Behaviour, 1993, Circular M33/91  Equal Status Acts 2000-2011 | Yes  No |  |
| Attendance and participation strategy[[2]](#footnote-2) | Circular M51/93  Section 22, Education Welfare Act 2000 | Yes  No |  |
| Health and Safety Statement | Health and Safety Act 2005  Section 20 | Yes  No |  |
| Data protection | Data Protection Act 1988  Data Protection (Amendment Act) 2003 | Yes  No |  |
| Special education needs policy[[3]](#footnote-3) | Education Act (1998)  Equal Status Acts (2000 to 2011),  Education (Welfare) Act (2000),  Education for Persons with Special Education Needs Act (EPSEN)[[4]](#footnote-4) (2004)  Disability Act (2005)) | Yes  No |  |
| Social, personal and health education(SPHE)/Relationships and sexuality education (RSE) policy | Circulars 37/2010, 23/2010, M27/08, M11/03, M22/00, M20/96, M4/95 | Yes  No |  |
| Substance use policy | Department of Education and Skills Directive; guidelines issued to schools in 2002 | Yes  No |  |
| Internet acceptable use policy | Department of Education and Skills Directive | Yes  No |  |
| Child Protection Policy | Circular 0065/2011 | Yes  No |  |

***Appendices: Survey Responses***

***Appendix 1: TEACHER SURVEY RESPONSES***

Question One: Focus of Learning: During my lessons, attention is given to the systematic development and application of:

| Answer Choices– | Responses– |
| --- | --- |
| Knowledge/content | 100%  19 |
| Subject specific skills | 89.47%  17 |
| Literacy skills | 89.47%  17 |
| Numeracy skills | 47.37%  9 |
| Managing information and thinking skills | 68.42%  13 |
| Being creative skills | 57.89%  11 |
| Working with others skills | 78.95%  15 |
| Cross-curricular skills | 63.16%  12 |
| Total Respondents: 19 |  |

Question Two: I provide opportunities REGULARLY for my students to learn:

| Answer Choices– | Responses– |
| --- | --- |
| Independently | 94.74%  18 |
| In pairs/small groups | 100%  19 |
| By listening to me and taking down my notes | 78.95%  15 |
| By making their own notes | 57.89%  11 |
| By investigative/self-directed learning | 63.16%  12 |
| By using technology | 52.63%  10 |
| Other | 5.26%  1 |
| Total Respondents: 19 |  |

Question Three: I use the following REGULARLY during my lessons:

| **Answer Choices–** | Responses– |
| --- | --- |
| **Comprehension strategies e.g. key words, KWL, anticipations guide, mindmaps etc.** | 89.47%  17 |
| **Student teaching/presenting to the class** | 57.89%  11 |
| **Peer-teaching** | 47.37%  9 |
| **Newspaper/magazine articles, on-line resources etc.** | 57.89%  11 |
| **Editing checklists for students (based on my own set of criteria)** | 15.79%  3 |
| **Problem solving strategies** | 36.84%  7 |
| **Other** | 5.26%  1 |
| **Total Respondents: 19** |  |

Question Four: Questions during my lessons:

| Answer Choices– | Responses– |
| --- | --- |
| Varied according to e.g. Blooms Taxonomy | 42.11%  8 |
| Supported by a problem solving approach (e.g. PQE – Point Quote Explain) | 63.16%  12 |
| Equitable distributed during among the students | 84.21%  16 |
| ANSWERED clearly with subject specific language | 89.47%  17 |
| Asked with the inclusion of adequate wait time | 73.68%  14 |
| Other | 5.26%  1 |
| Total Respondents: 19 |  |

***Appendix 2: STUDENT SURVEY RESPONSES***

Question One: On average, how many hours PER WEEK do you read for enjoyment?

| Answer Choices– | Responses– |
| --- | --- |
| –  - Not at all | 12.50%  10 |
| –  - Less than one hour | 36.25%  29 |
| –  - More than one hour | 41.25%  33 |
| –  - Other | 13.75%  11 |
| Total Respondents: 80 |  |

Question Two: Please rate on a scale of 1 to 5 how do you feel about reading for enjoyment? With 1 meaning - absolutely hating reading and 5 meaning - absolutely love reading.

| Answer Choices– | Responses– |
| --- | --- |
| –  1 | 1.25%  1 |
| –  2 | 10.00%  8 |
| –  3 | 30.00%  24 |
| –  4 | 31.25%  25 |
| –  5 | 31.25%  25 |
| Total Respondents: 80 |  |

Questions Three: Please list the books that you have most recently read.

|  |
| --- |
| BILLIONARE BOY |
| 1234 |
| A GREYHOUND GIRL |
| A HAT FULL OF SKIES |
| ACROSS THE BARRACADES |
| ALICE IN WONDERLAND |
| ALLYS WORLD |
| AMELIA |
| ARTEMIS FOWL |
| BAD GIRLS DOUBLE ACT |
| BEST FRIENDS |
| BEYOND THE CHERRY TREE |
| BILLY THE SQUID |
| BLOOD TIES |
| BOOK THIEF |
| BREAKING DAWN |
| BUGS |
| BUTTEFLY LION |
| CABIN FEVER |
| CANDY FLOSS |
| CHARLOTTE'S WEB |
| CITY OF BONES |
| DARK DAYS |
| DARKSIDE |
| DAVID WILLIAMS |
| DEAR OILY ONCE SERIES |
| DEMON DETIST |
| DIARY OF A WIMPY KID |
| DOG DAYS |
| DOG DAYS |
| DORK DIARIES |
| DUSTBIN BABY |
| ELEPHANT IN THE GARDEN |
| FAR AWAY |
| FARAWAY HOME |
| FLIGHT OF THE DOVES |
| FORGET ME NOT |
| GIRL CALLED BLUE |
| GIRL DILLY |
| GIRLS IN TEARS |
| GIRLS OUT LATE |
| GONE SERIES |
| GOODNIGHT Mr tom |
| GRACE |
| GRANSTA GRANNY |
| HOLES |
| HORRID HENRY |
| HUNGER GAMES |
| I AM DAVID |
| I AM MALALA |
| ILLUSTRATED MUM |
| JAQULINE WINSON'S BOOKS |
| JOODY MOODY |
| KING OF CLOUD FORESTS |
| KISS |
| LILY ALONE |
| LOLA ROSE |
| MAD GRANDAD |
| MARILYN MONROE SECRET |
| MARY POPPINS |
| MAZE RUNNERS |
| MEGAN RIX THE BOMBER DOG |
| MICHAEL MORPURGO RUNNING WILD |
| MR NOBODY'S EYES |
| MR STINK |
| MY SISTER JODIE |
| NORTHERN LIGHTS |
| NURSWE MADITA MY OLD SISTER |
| PERCY JACKSON |
| PRIVATE PEACEFUL |
| RAT BURGER |
| ROALD DAHL |
| RODDY DOYLE |
| RUBY REDFORD SERIES |
| SAPHIREFOOX |
| SECRETS |
| SILVER SWORD |
| SKULDUGGERY PLEASANT |
| SOPHIE MCKENZIE GIRL MISSING |
| SOPHIE MCKENZIE MISSING ME |
| SOPHIE MCKENZIE SISTER MISSING |
| SUNSET |
| THE MORTAL INSTRUMENTS |
| THE BOY IN THE DRESS |
| THE BOY IN THE STRIPPED PYJAMAS |
| THE BREADWINNER |
| THE CRAZY COLLECTION |
| THE DANCING BEAR]THE FAULT IN OUR STARS |
| THE DIAMOND GIRLS |
| THE DIARY OF A WIMPY KID |
| THE DIARY OF ANNE FRANK |
| THE FAMOUS FIVE |
| THE FANTASTIC FIVE |
| THE GIRL WHO CIRCUMNAVIGATED THE WORLD |
| THE HEROES OF OLYMPUS |
| THE HOBBIT |
| THE KANE KRONICLES |
| THE LONGEST WHALE SONG |
| THE LORD OF THE RINGS TRILOGY |
| THE MEDUSA PROJECT |
| THE MISSING NECKLACE |
| THE MYSTERY OF THE DISAPPEARING CAT |
| THE NAME OF THIS BOOK IS SECRET SERIES |
| THE NEW POLICE MAN |
| THE PHANTOM OF THE OPERA |
| THE POWERS |
| THE ROMANS |
| THE SEARCH FOR WONDLA |
| THE SUITCASE KID |
| THE TIGER'S EGG |
| THE TWINS WITH ST CLAIRS |
| THE WITCHES |
| THE WORST THING ABOUT MY SISTER |
| THOMASINA |
| TIGER WARS |
| TOM TURE HART |
| TRACY BEAKER |
| TRAPPED |
| TWILIGHT SERIES |
| TWIST OF GOLD |
| UGLY |
| UNDER THE HAWTHORN TREE |
| VAMPIRE SISTERS |
| VICKY ANGEL |
| WHISPERING TO WITCHES |
| WIGHT DWARF |
| WILD FLOWER |
| WILDERNESS |
| WILDFLOWER GIRL |
| WRONGFUL DEATH |
| YANKEE GIRL |

Question Four: Please select which of the following you prefer to read for enjoyment?

| Answer Choices– | Responses– |
| --- | --- |
| –  - Magazines | 13.75%  11 |
| –  - Newspapers | 5.00%  4 |
| –  - Fiction (e.g. ‘The Hunger Games’, ‘Boy in the Stripped Pyjamas’) | 68.75%  55 |
| –  - Non-Fiction (e.g. books on hobbies, sport, science etc.) | 13.75%  11 |
| –  - Digital Media (e.g. Wikipedia, blogs, Facebook, twitter etc.) | 12.50%  10 |
| –  - Textbooks | 0.00%  0 |
| –  - None | 0.00%  0 |
| –  - Other | 6.25%  5 |
| Total Respondents: 80 |  |

Question Five: Please tick which of the following statements are true for you.

| Answer Choices– | Responses– |
| --- | --- |
| –  - I like to read | 47.44%  37 |
| –  - I am a good reader | 34.62%  27 |
| –  - I like to read aloud in class | 33.33%  26 |
| –  - I often find reading hard | 3.85%  3 |
| –  - It helps when someone reads with me | 2.56%  2 |
| –  - I like it when the teacher reads to the class | 34.62%  27 |
| –  - It helps me when the teacher explains what we are going to read before we being | 16.67%  13 |
| –  - It helps me when I get a chance to learn some of the big words before I read | 20.51%  16 |
| –  - I like to have plenty of time to read | 34.62%  27 |
| Total Respondents: 78 |  |

Question Six: Please tick which of the following statements are true for you.

| Answer Choices– | Responses– |
| --- | --- |
| –  - I like writing e.g. diary, letter, short stories, speeches etc. | 77.22%  61 |
| –  - I like writing in a blog, Facebook, etc. | 12.66%  10 |
| –  - I like making my own notes from the text book | 35.44%  28 |
| –  - I do not writing at all | 1.27%  1 |
| –  - I always check writing for mistakes | 37.98%  30 |
| –  - My writing is neat and clear to read and understand | 45.57%  36 |
| –  - I would like to have a checklist to help me improve my writing | 21.52%  17 |
| Total Respondents: 79 |  |

Question Seven: I am most comfortable speaking/sharing my ideas…

| Answer Choices– | Responses– |
| --- | --- |
| –  - In pairs/small groups | 61.25%  49 |
| –  - In whole class discussions | 26.25%  21 |
| –  - In a presentation to the class (in front of the class) | 21.25%  17 |
| –  - Never | 10.00%  8 |
| –  - Other | 5.00%  4 |
| Total Respondents: 80 |  |

Question Eight: I can recall the main points of what someone says..

| Answer Choices– | Responses– |
| --- | --- |
| –  - Always | 19.74%  15 |
| –  - Sometimes | 78.95%  60 |
| –  - Never |  |

Question Nine: Please tick your favourite ways to learn

| Answer Choices– | Responses– |
| --- | --- |
| –  - On my own | 24.05%  19 |
| –  - In pairs/small groups | 36.71%  29 |
| –  - Listening to the teacher and making notes | 51.90%  41 |
| –  - Making my own notes | 18.99%  15 |
| –  - Using technology | 27.85%  22 |
| –  - Other | 3.80%  3 |
| Total Respondents: 79 |  |

Question Ten: I get a chance to learn in class…

| Answer Choices– | Responses– |
| --- | --- |
| –  - On my own | 42.50%  34 |
| –  - In pairs/small groups | 40.00%  32 |
| –  - Listening to the teacher and making notes | 40.00%  32 |
| –  - Making my own notes | 20.00%  16 |
| –  - Using technology | 13.75%  11 |
| –  - Other | 3.75%  3 |
| Total Respondents: 80 |  |

1. Under the provisions of the Education (Welfare) Act (2000) (section 23) the school’s code of behaviour should conform to the specifications stated. [↑](#footnote-ref-1)
2. Under the provisions of the Education (Welfare) Act (2000) (section 22) the school’s attendance strategy should conform with the provisions stipulated. [↑](#footnote-ref-2)
3. Section 9 of the Education Act (1998) requires a school to “use its available resources” to identify and provide for the educational needs of those “with a disability or other special educational needs.” [↑](#footnote-ref-3)
4. 1Under the provisions of the Education (Welfare) Act (2000) (section 23) the school’s code of behaviour should conform to the specifications stated.

   2Under the provisions of the Education (Welfare) Act (2000) (section 22) the school’s attendance strategy should conform with the provisions stipulated.

   3Section 9 of the Education Act (1998) requires a school to “use its available resources” to identify and provide for the educational needs of those “with a disability or other special educational needs.”

   The EPSEN Act requires that schools be inclusive of and provide an appropriate education for students with special educational needs. [↑](#footnote-ref-4)