



## **Presentation College School Improvement Plan** **(Summary)** **2017-2020**

### **Summary of our main strengths as identified through the data from the School Self-Evaluation (SSE) Process (2017-2018)**

- Students' academic performance is strongly promoted through the recognition of their achievements via the Board of Management's Academic Awards and the Academic Subject Certificates. Student performance in State Examinations is at or above the national average overall.
- Student care strategies and support structures demonstrate high levels of commitment to the well-being of students, co-ordinated by dedicated and committed management and staff. The WSE-MLL Report (2017) noted the positive climate of security and well-being in the school.
- The provision of a broad curriculum and an inclusive school community.
- Positive relationships and a good atmosphere prevail in the school.
- The discipline system is effective. Students' behaviour is good, thus facilitating a calm learning environment.
- There is a commitment to collaboration among teachers and a strong willingness to share good practice and try new approaches in teaching and learning. There is an opportunity at every Staff Meeting to share effective practice.
- We enjoy excellent ICT facilities, including the optional use of iPads by students, and ICT is increasingly embedded in teaching and learning.

### **Summary of main areas requiring improvement, as identified through the data from the SSE Process (2017-2018)**

- Strong engagement in the SSE process and the development of an overarching School Plan.
- Developing stronger channels for Student Voice in the school.
- Embedding the new Junior Cycle, in particular the Key Skills.
- Developing Active Learning Methodologies and Differentiation in teaching, learning and assessment; organising professional development opportunities for staff in this area.
- Integrating Assessment for Learning strategies in lessons, e.g. sharing the Learning Intention at the start of each lesson with students, group work etc.
- Developing quality formative feedback (both oral and written) to help students learn and progress.
- Academic results – introducing a system of academic tracking to ensure that all students reach their academic potential.
- Increased integration of digital technologies to enhance students' learning.
- Embedding teachers' collaborative practice to help students report on and explain the process and outcome of learning activities to a competent level.



## Improvement Targets (related to students' achievement), 2017 - 2020

- To fully embed the new Junior Cycle, including the Key Skills of Managing Myself, Working with Others, Communicating, Staying Well, Being Creative and Managing Information and Thinking (with due cognisance of ongoing learning in literacy and numeracy).
- To embed Assessment for Learning strategies, including sharing learning intentions, fostering Higher Order questioning and thinking, and embedding quality formative feedback to help improve students' learning.
- To increase the number of students engaging in group work / pair work as part of their learning experience.
- To develop students' reflection skills and enable them to reflect on their learning and address difficulties in their learning.
- To progress enhanced opportunities to avail of WiFi and ICT integration in teaching and learning, thus increasing student motivation, interest and participation in their learning.
- To introduce an overarching tracking and monitoring system of students' academic assessments in order to help raise academic results overall.
- Teachers will build collaborative practice to help embed active learning methodologies and assist in students' ability to report on and explain the process of learning activities to a competent level.
- To promote a student-centred learning environment in which students are active, collaborative, challenged and reflective participants in their own learning.

## Required actions (related to teaching and learning) that will help to achieve the improvement targets

- Staff to avail of Junior Cycle CPD and apply key changes in teaching, learning and assessment practices.
- CPD to be organised on Assessment for Learning, and AfL strategies to be embedded in classroom practice.
- Group work and pair work to be actively encouraged and supported in lessons.
- Reflection sheets to be used across a wide range of lessons, to help students reflect on their learning and address difficulties in their learning.
- To make WiFi available to students and teachers and embed further digital technologies in the classroom to help develop relevant teaching and learning strategies.
- To use VSware for academic tracking purposes; to identify students who may be falling below the results indicated by their baseline data and provide suitable intervention strategies. To encourage and support students who are reaching and succeeding at their academic potential.
- Teachers to share resources and good practice to help students' learning; using 'Schoolwise' as a collaborative Virtual Learning Environment, engage in peer-observation and feedback / team-teaching, and attending Subject Learning and Review (SLAR) meetings to discuss and determining exemplars of accurate standards in relation to students' written work. Collaborative practice will be used to help embed Active Learning methodologies.
- To display examples of students' work on walls, providing a rich visual learning environment, re-arranging furnishings to facilitate group-work where this is feasible and to apply differentiated teaching, learning and assessment strategies to help all students to experience success.



## Persons responsible

Principal.  
Deputy Principals.  
Middle Management.  
Subject Co-Ordinators.  
Subject Teachers.  
Staff Teams (SSE, Teaching and Learning, Assessment, e-Learning, Well-being, Faith and Ethos).  
Student Council Co-Ordinator.  
IT Co-Ordinator.

## Timeframe for action

2017 - 2020

## Success criteria / measurable outcomes

Improved student learning with the help of the following:

- a student-centred learning environment,
- students are clear about the purpose of their learning and what they need to know, understand and be able to do as a result of their learning,
- engagement in Assessment for Learning strategies, including higher order questioning,
- quality formative feedback,
- students' awareness of their engagement in active learning, including group work,
- embedded use of digital technologies and WiFi in teaching, learning and assessment,
- academic tracking and suitable intervention strategies,
- the embedding of subject learning outcomes and key skills at Junior Cycle,
- opportunities to reflect on their learning and address difficulties in their learning,
- embedding of staff collaboration via Schoolwise and peer-observation/team-teaching, attendance at SLAR meetings and input at Staff Meetings to support each other in sharing good practice in the interest of student' learning,
- teachers' observations of the development and use of Junior Cycle learning outcomes and key skills among students,
- a stimulating learning environment, with evidence of students' work on display and furnishings (where feasible) arranged for group-work,
- increased student motivation to learn and finding relevance in learning,
- improved rates of attendance among students.

## Review dates

May 2019 and May 2020