

Strengths

- Our school has a clear student-centred focus where the holistic development of each student is to the fore.
- The quality of learning and teaching is very good and, in many instances, excellent.
- Teachers reflect on and develop teaching practices in an open manner through a range of initiatives.
- There is a culture of improvement and collaboration in teaching and learning.
- Students feel that “Teachers encourage me to do the best I can”
- Excellent use of pair and group work.
- Very good teaching methodologies are in use.
- Learning is made relevant to students.
- Teachers collaborate effectively and regularly participate in professional dialogue around improving learning and teaching.

Summary of Main Areas Prioritised for Improvement

- Hour long classes – ensuring that effective student engagement is increased and maintained and that time is effectively used to maximise deep learning.
- Greater opportunities to be provided for students to ‘do’ something with the information in order to deepen learning and provide opportunities for critical thinking and problem solving.
- Developing Independent Learners - Sharing of success criteria in order to enhance student role in their own learning and in preparation for new junior cycle skills requirements.
- Work on strategic questioning is advanced and shared in order to ensure a good balance between higher order and closed questions.

Actions to Support Improvement

- Ongoing Magenta CPD and JCT training
- Student and staff surveys
- Professional dialogue – formal and informal – hubs, peer mentoring etc
- L&T Core Team monitoring and reviewing through implementation and consolidation periods

School Improvement Plan 2017-20 - Progress for Academic Year 2016-17

Learning & Teaching

In response to our WSE recommendations we have revisited our School Improvement Plan. Reflecting on our move to one-hour periods, our Magenta work so far and the views and opinions of our staff, students and parents, we have identified SMART targets based on learner outcomes (LAOS) to be met over the next few years with regard to our development of learning and teaching. Our aim over the next 3 years is to increase the level of student led/focused learning activities in class (as oppose to teacher led tasks/discussion/instruction) in order that students demonstrate a very high level of interest and participation in lessons. We aim to increase by 15% the amount of class periods where student led/directed tasks account for more than 50% of class time. Specific emphasis will be placed on student centred/led activities for a significant portion of the hour class. An element of The Magenta Principles has been included in each lesson in order to focus on what students are required to ‘DO’ with the information to encourage deeper leaning.



<p>Summary of Main Strengths</p> <p><i>Sources</i></p> <ul style="list-style-type: none">~ WSE May 2017~ Student Surveys~ Staff Surveys~ L&T Core Team Research	<ul style="list-style-type: none">● Our school has a clear student-centred focus where the holistic development of each student is to the fore.● The quality of learning and teaching is very good and in many instances excellent.● Teachers reflect on and develop teaching practices in an open manner through a range of initiatives.● There is a culture of improvement and collaboration in teaching and learning.● Students feel that “Teachers encourage me to do the best I can”● Excellent use of pair and group work.● Very good teaching methodologies are in use.● Learning is made relevant to students.● Teachers collaborate effectively and regularly participate in professional dialogue around improving learning and teaching.
<p>Summary of Main Areas Prioritised for Improvement</p>	<ul style="list-style-type: none">● Hour long classes – ensuring that effective student engagement is increased and maintained and that time is effectively used to maximise deep learning.● Greater opportunities to be provided for students to ‘do’ something with the information in order to deepen learning and provide opportunities for critical thinking and problem solving.● Developing Independent Learners - Sharing of success criteria in order to enhance student role in their own learning and in preparation for new junior cycle skills requirements.● Work on strategic questioning is advanced and shared in order to ensure a good balance between higher order and closed questions.
<p>Actions to Support Implementation of School Improvement Plan</p>	<ul style="list-style-type: none">● Ongoing Magenta CPD and JCT training● Student and staff surveys● Professional dialogue – formal and informal – hubs, peer mentoring etc● L&T Core Team monitoring and reviewing through implementation and consolidation periods



Targets	Actions	Personnel	Time Scale	Criteria for success	Progress and adjustments
<p>To increase the level of student led/focused learning activities in class (as oppose to teacher led tasks/discussion/instruction) in order that students demonstrate a very high level of interest and participation in lessons.</p> <p>Increase by 15% the amount of lessons where student led/directed learning/tasks account for more than 50% of lesson time.</p>	<p>Teachers will select one or more class groups to focus on initially, with expansion to all classes by end of Term 1</p> <p>When planning lessons specific emphasis will be placed on student centred/led learning/activities for a significant portion of the hour.</p> <p>An element of The Magenta Principles will be included in each lesson in order to focus on what students are required to ‘DO’ with the information</p>	<p>L&T Core Group</p> <p>L&T Hubs</p> <p>All subject teachers</p>	<p>2017-18 Implementation</p> <p>2018-19 Consolidation</p> <p>2019-20 Review</p>	<p>Students demonstrate a very high level of interest and participation in lessons.</p> <p>Students feel able to contribute their opinions and experiences to class discussions. They listen respectfully to the opinions and experiences of their classmates (LAOS)</p> <p>Teachers deliver highly effective instruction which is directed at eliciting deep student engagement. Teachers skilfully manage their own input to optimise student participation and response.</p> <p>Increase by 15% the amount of lessons where student led/directed learning/tasks account for more than 50% of class time. (Baseline - 65% staff and 54% students)</p>	<p>Individual teacher reflection - ongoing</p> <p>Collaborative discussion and review - Teachers will reflect on and discuss progress/challenges in subject dept and/or hubs</p> <p>Staff, parents and student surveys</p>
<p>To increase students’ awareness and improve use of success criteria, in order to progress learning and so that students feel they are an integral part of their own learning.</p>	<p>Teachers will share success criteria in advance with students for selected pieces of work.</p> <p>Students will be involved in the development of success criteria for their assignments/work</p>	<p>L&T Core Group</p> <p>L&T Hubs</p> <p>All subject teachers</p>	<p>2018-19 Investigation</p> <p>2019-20 Implementation</p> <p>2020-21 Consolidation</p> <p>2021-22 Review</p>	<p>Students are motivated to learn through having a clear sense of attainable and challenging outcomes</p> <p>Students understand and can explain the purpose of the learning task they are engaged in.</p>	



Presentation Secondary School, Milltown – School Improvement Plan

Sept 2017 to May 2020



Targets	Actions	Personnel	Time Scale	Criteria for success	Progress and adjustments
To increase the level of students' confidence in reading aloud in pairs/small groups.	<p>Teachers will be conscious of opportunities for students to read aloud in pairs when planning lessons. Instead of reading to themselves students will be encouraged to read aloud in pairs and/or small groups</p> <p>Where confidence is low text may be very short (sentence or two) and can be gradually built up.</p>	<p>Literacy Link Teacher & Literacy Core Group</p> <p>All subject teachers</p>	<p>2017-18 Implementation</p> <p>2018-19 Consolidation</p> <p>2019-20 Review</p>	Greater number of students are confident reading aloud in pairs and/or in small groups	<p>Individual teacher reflection - ongoing</p> <p>Collaborative discussion and review - Teachers will reflect on and discuss progress/challenges in subject dept</p> <p>Students & staff surveys</p>
To improve students confidence in using numeracy across the curriculum	<p>Identification of specific areas of numeracy challenge for students in a range of subjects</p> <p>Adoption of a strategy(ies) to improve confidence in these areas</p> <p>Monitoring & review through implementation and consolidation period</p>	<p>Numeracy Link Teacher & Numeracy Core Group</p> <p>All subject teachers</p>	<p>2017-18 Investigation</p> <p>2018-19 Implementation</p> <p>2019-20 Consolidation</p> <p>2020-21 Review</p>	Students are confidence and competent in the numeracy elements of each of their subjects	<p>Individual teacher reflection - ongoing</p> <p>Collaborative discussion and review - Teachers will reflect on and discuss progress/challenges in subject dept</p> <p>Students & staff surveys</p>