



Coláiste Dún an Rí

Kingscourt, Co.Cavan

Principal: Fergal Boyle

Deputy Principal: Tara Mullan

Tel: 042 969 8294

Email: info@colaistedunanri.ie

Web: www.colaistedunanri.ie

Self-Evaluation Report and Improvement Plan - Literacy

1. Introduction

As a new school Coláiste Dún an Rí, established in 2016, has engaged in the SSE process and this Report and School Improvement Plan is part of our initial reporting phase. This is a revised plan based on the needs of our school in a post COVID era. We will build on what we had set out do prior to COVID and have amended some of our targets to suit the nature of our school and students as it grows into a larger school community from our initial development phase. This is a working document and will be edited and updated as needs be.

The Literacy Core Team is as follows:

Laura Smith	Coordinator
Maria McEvoy	SEN Coordinator
Melissa Gartlan	Teacher
Deirdre Mc Carron	Teacher
Darrell O'Brien	Teacher

1.2 The focus of this evaluation

We initially undertook self-evaluation of teaching and learning during the period September 2019 –December 2019. We evaluated the following aspect(s) of teaching and learning:

- Oral Language
- Comprehension

1.3 - Review

Our Core Team met in September 2022 and after an advisory meeting with the Inspectorate we reviewed our SIP on Literacy. Despite the past few years being quite challenging the team decided that the targets set initially were still very applicable and we decided to continue with the progress made prior to COVID.

2.1 This is effective / very effective practice in our school

- There is an awareness of the importance of literacy amongst our staff and staff agree that they have a role to play in developing literacy skills across all departments
- A literacy-rich environment is developing – Print and visual stimulus
- Students enjoy reading and learning new words/terms
- Students have regular access to the school's library
- A collaborative approach to literacy is occurring with all stakeholders involved – Parents, students, teachers, SEN
- Students are orally confident and competent
- A culture of cross curricular links is developing in our school
- Teachers engage in regular CPD
- The SEN department is well organised and focused on the literacy skills of all students

2.2. This is how we know

Data was gathered in Spring 2020 in the following ways:

- A student survey about literary interests – All first-year students were surveyed
- A parent's survey about their attitudes to literacy – Parents of our first-year cohort were surveyed
- A staff survey about their practice in relation to literacy and their literary interests
- Student CAT tests were utilised for baseline data
- Using the current First Year cohort (2019-2020) as our focus group
- Student Survey on Oral Competency was distributed in February 2022

2.3 This is what we are going to focus on to improve our practice further

The Literacy Core Group has focused on the following areas for improvement:

- Reading for Enjoyment
- Student comprehension and utilisation of literacy to engage with the teaching and learning
- Encouraging speaking and listening in the classroom

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 [2022] to [2025]

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>Target 1: To increase student engagement in reading for pleasure</p> <ul style="list-style-type: none"> • Increase reading books / extracts for enjoyment. • Increase attitudes towards reading for enjoyment 	<p>Target 1</p> <ul style="list-style-type: none"> • A reading time will be allocated for all Junior English classes for 20 mins of a period each week. • Themed weeks – 16th January. • All staff will display their reading for enjoyment poster on their classroom door which is regularly updated. • A “Swap and Share” Box will be placed in the reception area to encourage people to share texts within the school. • “Book in the Bag” will be run within English classes for all First-Year students. • Teachers will encourage reading for enjoyment. 	<p>Target 1</p> <ul style="list-style-type: none"> • Core Team are responsible for poster display and updating teacher reading for pleasure posters. • English department will run “Book in the Bag” for the final term in First Year. • English Department will oversee the reading time for 20 minutes of a class period each week. • Teachers will engage in conversations with students around reading for enjoyment during literacy week. 	<p>Target 1 What does success look like?</p> <ul style="list-style-type: none"> • Students enjoy reading as a pastime and engage in reading for pleasure frequently. This is known to improve students reading and creative writing skills. <p>To measure success, we will:</p> <ul style="list-style-type: none"> • Re-survey all students in Feb 2021. • Re-survey Parents. • Re-survey teachers. • Audit the implemented strategies. • Link in with the PDST Literacy Team for best practice. 	<p>Target 1</p> <ul style="list-style-type: none"> • Creation of a literacy notice board. • Posters need to be updated. • The English department is working on incorporating “Book in the Bag” into their scheme of work. • PDST–Teacher in-service has been accessed and is ongoing. 	<p>Target 1</p>

<p>Target 2: To improve the percentage of students who are confident at speaking in class</p>	<p>Target 2</p> <ul style="list-style-type: none"> • Student talk will be encouraged to increase knowledge in speaking and listening • Develop Motivation, Confidence, skill set, Knowledge, Attitudes towards oracy • Metatalk will be encouraged in all subject departments • First year student parents will be surveyed on their son/daughters speaking and listening skills • Teachers' knowledge of metatalk will be surveyed and the role of talk in our classroom 	<p>Target 2</p> <ul style="list-style-type: none"> • Student are provided opportunities to engage in oracy • Teachers will model metatalk in classrooms • The literacy team will provide a presentation on the benefits and strategies associated with metatalk and Oracy in the classroom 	<p>Target 2</p> <p>What does success look like?</p> <ul style="list-style-type: none"> • Students are more confident to speak in class, the anxiety around presenting in class and CBA's is reduced. <p>To measure success, we will:</p> <ul style="list-style-type: none"> • Students will be resurveyed to assess their confidence levels (May 2023) • Each classroom provides opportunities for student to engage in academic "talk" in class • Resurvey of parents will highlight students are less anxious to present in class. (May 2023) 	<p>Target 2</p>	
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<p>Target 3: To increase students use of comprehension strategies</p> <p>Improve:</p> <ul style="list-style-type: none"> • Students' ability to read and use the information they have read. • Use of KWL charts within the organisation. • Use of SQ3R charts within the organisation. 	<p>Target 3</p> <ul style="list-style-type: none"> • Embed KWL and SQ3R strategies in the school journal. • Display KWL posters in all classrooms and on the Literacy notice board. • Display SQ3R posters in all classrooms and on the Literacy notice Board. • Host in school in service for all staff on using said comprehension strategies – with practical examples. • Develop literacy/ comprehension activities to be used during brain breaks and reflection time. • All students will be taught how to use said comprehension strategies during tutor time. • Students to complete spelling test each week in every subject 	<p>Target 3</p> <ul style="list-style-type: none"> • Whole school approach to embedding comprehension strategies to support literacy within their subject area. • All staff will implement brain break and reflection activities conducive to our target. • The Teaching and Learning core team will host in-service for all staff on using KWL and SQ3R strategies. • The Literacy core team will liaise in the creation of the new school journal. • All Class tutors will inform their class on how to use a KWL chart and the SQ3R technique. • WRAT5 Test to be carried out each week. 	<p>Target 3</p> <p>What does success look like?</p> <ul style="list-style-type: none"> • Students are better able to recall what they have learned in class and apply it to homework and in exam/assessment scenarios <p>To measure success we will:</p> <ul style="list-style-type: none"> • Re-survey all students in May 2023 • Re-survey teachers . • Audit the implemented strategies. • Hold a focus group to gain feedback from the student cohort on the use of KWL charts and the SQ3R technique. 	<p>Target 3</p> <ul style="list-style-type: none"> • Posters have been made and distributed to all classrooms. • Literacy notice board is displaying a KWL chart and a SQ3R poster. • A request has been made to the Principal and Vice principal to host in-service for all staff on said comprehension strategies. • WRAT 5 carried out with first year students to improve spelling age. Spelling test intervention introduced in March 2023 	
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