# Our Lady of Mercy Secondary School

# Our Self-Evaluation Report 2022-2023 and Draft Improvement Plan 2023 – June 2024

# 1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our draft improvement plan, including targets and the actions we will implement to meet the targets. As we are joining DEIS in September we will begin DEIS planning on our return to school in August 2022.

* 1. **Outcomes of our last improvement plan from Sept 2022 to June 2023**
* The use of digital learning technologies has greatly increased in our school
* Professional collaboration is working very well in our school

**1.2 The focus of this evaluation**

With reference to LAOS 2022

Teaching & Learning

**Domain 2: Learner Experiences**

Standard 3: Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning

**Domain 3: Teachers individual practice**

Standard 2: The teacher selects and uses planning, preparation and assessment practices that progress students learning.

# 2. Findings

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| Findings | Findings from teachers on the Inclusion of EAL students and Reflection on Learning:   * Do you use subtitles when using YouTube clips for your EAL learners?   28.6% Always, 61.9% Sometimes and 9.5% Never   * Are you able to translate worksheets/tests for your EAL learners (google translate)?   95% Yes and 5% No   * Do you have and are you able to use the 'Say Hi' app on your phone?   38.1% Yes and 61.9% No   * Are you able to translate PowerPoints and use the speech to text option on live PowerPoints?   42.9% Yes and 57.1% No   * Do you know the steps to translate a PDF document?   47.4% Yes and 52.6% No   * Do you give students time to reflect on their learning?   23.8% In Every Class, 33.3% At End of Topic, 28.6% Weekly, 9.5% Fortnightly and 4.8% Every Couple of Classes   * Do your students reflect on their tests?   38.1 Always and 61.9% Sometimes  Wellbeing findings:   * 2021: Students were surveyed on wellbeing workshops: 65% wanted advice on dealing with challenges in 2nd year; 61% wanted an introduction to CBAs; 36% wanted meditation for wellbeing; 39% wanted practising kindness; 86% wanted Learning about My Style of Learning * 2022: The vast majority of students, teachers and parents are in favour of moving from a class period of 40 minutes to a class period of 60 minutes. * 2022: Teachers and Parents felt that some of the Parent/Teacher meetings should be in-person and some should be online. * 2022/23: Focus groups were held with parents re wellbeing and the types of short unit activities they felt were needed. Suggestions included: managing exam stress, managing anxiety and panic attacks, managing mental health, being safe on-line and on social media, hobbies & leisure activities (eg singing, playing music, reading etc), study skills * 2022/23: Students were consulted on the types of short unit activities they would like to undertake along with PE, SPHE, CSPE and Guidance Related Learning as part of wellbeing. Suggestions included: caring for animals, gardening, help with stress, study skills, swimming lessons, singing, fun things to do eg games * 2022/23: Parents survey on wellbeing   Literacy and Numeracy continue to be embedded practices across the curriculum with regular review. |

**2.1 This is effective / very effective practice in our school**

*List the main strengths of the school in teaching and learning.*

* Teachers plan for assessing students’ attainment of the learning intentions of lessons/series of lessons using both AoL and AfL
* Teachers share success criteria with their students so they can assess their own learning
* Teachers increasingly recognise the value of student’s reflection on learning and on student voice re learning
* Students reflect on their behaviour and attitude to learning and are able to set meaningful personal goals as a result of their reflection

**2.2. This is how we know**

*List the evidence sources. Refer to students’ dispositions, attainment, knowledge and skills.*

* From surveys and focus groups conducted among students, teachers and parents.
* Feedback from inspectors.

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

*Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.*

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| Summary of main prioritised areas for improvement | From the teachers survey in 2021/22:  I give students time to reflect at the end of class on what they have learnt  8% Always  85% Sometimes  7% Never  From teachers survey in 2022/23:   * Do you give students time to reflect on their learning?   23.8% In Every Class, 33.3% At End of Topic, 28.6% Weekly, 9.5% Fortnightly and 4.8% Every Couple of Classes   * Do your students reflect on their tests?   38.1 Always and 61.9% Sometimes  **We need to continue to focus on giving students more time to reflect on their learning *in every class* and making the students voice much more prominent in the class**.  From the teachers survey in 2021/22:  On the issue of sharing success criteria with the class the following was found  23% Always  73% Sometimes  Giving students the tools they need to succeed in class is vitally important. As a staff community **we need to share success criteria more frequently**.  From parents’ survey, in 2021/22:  It was found that on the issue of sharing test results at home  33% Always  40% Sometimes  27% Never  Parents were asked how aware were they of their daughter’s progress in class  36% Always  30% Sometimes  44% Never  This is an area of concern that will need to be looked at to try improve. **We need to make parents aware of students progress in classes.** |

**3. Our improvement plan**

Please refer to DEIS plan