



Mount Mercy College

Our Self-Evaluation Report and Improvement Plan

2019 / 2020

1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

1.1. Outcomes of our last improvement plan from September 2018 to March 2020

- Fifth Year students were offered supervised study during their module period for the three weeks after Easter 2019 to help them prepare for the summer tests.
- ‘Catch up Wednesday’ took place for the first month of Fifth Year 2019, where Fifth Year students did not receive any homework on Wednesdays. Students were encouraged to use this time to help them catch up on their homework / revision or to organise their notes. We found, through students surveys and discussion, that the level of stress at the start of Fifth Year impedes students’ ability to learn. By giving students this extra time mid week, we hoped it would prevent them from feeling ‘overwhelmed’, thus enabling students to have a more positive teaching and learning experience. This was a whole staff initiative, with feedback at staff meetings and through student, teacher and parent surveys.
- A focus group of 12 Fifth year students, facilitated by the SSE co-ordinators, discussed the strengths and challenges of Fifth Year in Mount Mercy, and what we can do to further improve their experience of teaching and learning in Fifth Year.
- A study skills seminar was organised for Fifth Year pupils, but did not go ahead due to school closure / Covid 19.
- The enhanced use of I.T. in Subject Department Planning and Collaboration incorporating Google Drive – (Forbairt Programme).
- Leadership CPD seminars in SSE attended by the SSE co-ordinators – ‘Taking Stock’ by Frank Chambers and ‘Leading Teaching and Learning through SSE’ by Miriam Horgan.
- An in-house SSE training session for SSE team members on the language of Learning Intentions, facilitated by Colette Dunning P.D.S.T.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period September 2018 to March 2019. We evaluated the following aspect(s) of teaching and learning:

- The students experience of teaching and learning at the start of Fifth Year, specifically until the October mid-term break. We evaluated students’ experience in light of the standards in *“Looking at our Schools 2016: a*

Quality Framework for Post-Primary Schools”, with a focus on Domain 1 ‘Learner Outcomes’ – *Students enjoy their learning, are motivated to learn and expect to achieve as learners.*

- The use of IT in Subject Department Planning – The Forbairt Programme.

2. Findings

2.1 This is effective / very effective practice in our school

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

- A strong staff commitment to improving teaching and learning in the classroom.
- An improving ICT usage by staff with the compiling of electronic Subject Department Files.
- SSE progress is reported at every staff meeting to allow staff update and discussion, in line with “Looking at our Schools 2016”.
- Teachers engagement with Catch up Wednesday and in improving students’ experience of teaching and learning at the start of Fifth Year.
- Strengths echoed in our investigations of ‘Catch up Wednesday’ and its impact on teaching and learning:
 - 85% of pupils found Catch up Wednesday beneficial to their well-being.
 - 76% of students found that Catch up Wednesday improved their academic performance ‘considerably’ or ‘a lot’.
 - Students found that Catch up Wednesday benefitted them in their academic performance, attitude to school, their energy, mood and wellbeing.
 - 97% of students recommended Catch up Wednesday as a strategy for future Fifth Year students.
 - 100% of students said that it had no negative consequences.
 - 74% of teachers said that Catch up Wednesday had a positive impact on teaching and learning in the classroom.
 - 85% of teachers said that it was ‘helpful’ or ‘quite helpful’ to their students’ wellbeing.
 - 80% of teachers said that it should be used as a strategy for Fifth Year pupils in future.
 - 77% of parents were aware of the initiative ‘Catch up Wednesday’.
 - 97% of parents thought this initiative was a good idea.
 - 55% of parents felt their daughter benefitted a ‘great deal’ or ‘a lot’ from this initiative, with 34% stating that it improved their academic performance.

2.2. This is how we know

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

- Students’ online survey.
- Parents’ online survey.
- Teachers’ online survey.
- Focus group discussions with students.
- Staff discussion.
- Teacher observation
- Department meetings feedback.
- SSE meetings.
- The Forbairt Programme Report.

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.

Due to circumstances during the COVID19 pandemic, investigative procedures within our school community during the 2019/2020 academic year were interrupted and therefore we have set targets based on a more limited amount of data gathered than usual. These targets are based on the ‘Looking at our Schools, 2016 framework: Within the Domain: Learner Outcomes the standard we have chosen to focus on is: *‘Students enjoy their learning, are motivated to learn and expect to achieve as learners’*. *‘Students are motivated to learn through having a clear sense of attainable and achievable goals’*.

The following areas have been identified for improvement in the next academic year:

- **Learning Intentions:** Teachers share learning intentions with students at the start of each lesson and refer to them in the course of their lesson. Teachers’ share clear, relevant learning intentions that are contextualised to students’ learning needs. Learning intentions reflect a developmental and incremental approach to progressing students’ learning. This is a whole school approach.

- **Student Reflection:** Students' reflect on their progress as learners and develop a sense of ownership and responsibility for their learning through reflecting on learning intentions.
- **Success Criteria:** The sharing and development of success criteria. This is an exploratory target for the school year 2020/2021.
- **Staff training:** Provide staff training on Google Classroom and Google Meet. Provide staff training on the language of learning intentions.
- **Student Voice:** Student voice will be further developed through increased communication with the Students' Council and the SSE team.
- **Catch up Wednesday :** To continue with this initiative from last year.
- **To check in with our broader school community (students and parents) to evaluate and monitor our progress:** Student, parent and teacher feedback will allow us to measure progress in all of our targets.
- **Digital Framework:** Greater use of Google Classroom, Google Meets and Google Drive and increasing staff confidence with use of same.
- **Promotion of SSE within our school community:** To familiarise staff, students and parents on the language of SSE and promote it through staff email, newsletters, posters and the school website.

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 September 2020 to June 2021

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>Sharing of learning intentions in classes.</p>	<ul style="list-style-type: none"> • Staff training and discussion on the language of learning intentions. • Provide learning intentions signs for all classrooms. • Each subject department engages in ongoing discussion around use of learning intentions related strategies. • As a follow-on from learning intentions, <i>exploratory</i> use of success criteria will be encouraged in all departments. • Survey staff and students to review use of learning intentions. • Increased communication between the SSE team and the Students' Council. 	<ul style="list-style-type: none"> • Mairead / Irene / SSE members that attended the Colette Dunning P.D.S.T. training session. • SSE team and caretakers • Subject department coordinators • Majority of staff will engage with professional learning experiences in order to develop use of success criteria. • All staff and a random cohort of students across all year groups. • Students Council and SSE team. 	<ul style="list-style-type: none"> • Whole staff buy in, participation and engagement through later surveys and focus groups. 	<ul style="list-style-type: none"> • Regular contact at staff meetings, student voice and Parent/teacher meetings to monitor progress and receive feedback. • Survey monkey – surveys of students, teachers and parents. 	

<ul style="list-style-type: none"> • Student reflection time following delivery of lesson. 	<ul style="list-style-type: none"> • Staff encourage students to <i>reflect on learning</i> which is linked to learning intentions. 	<ul style="list-style-type: none"> • All staff members 	<ul style="list-style-type: none"> • Whole staff buy in participation and engagement through later surveys and focus groups. Evidence should show that students will have actively engaged with reflective learning throughout the year. 	<ul style="list-style-type: none"> • Regular contact at staff meetings, student voice and Parent/teacher meetings to monitor progress and receive feedback. • Survey monkey – surveys of students, teachers and parents 	
<ul style="list-style-type: none"> • Promotion of SSE within our school community 	<ul style="list-style-type: none"> • A dedicated SSE page in our school newsletter. • A SSE section in our school website. • SSE report at all staff meetings. 	<ul style="list-style-type: none"> • Mairead, Irene, SSE team members. 	<ul style="list-style-type: none"> • A SSE page in the school newsletter and on the school website. • A greater familiarity among staff and students with SSE. 	<ul style="list-style-type: none"> • Review of newsletter and website SSE pages by the SSE team. 	
<ul style="list-style-type: none"> • Greater use of Digital Technologies such as Google Classroom, Google Meets and Google Drive. 	<ul style="list-style-type: none"> • A training session for all staff on Google forums at the beginning of the school year. • Google Drive Subject Planning at the beginning of the school year. • Google Classroom as part of the agenda for class teacher meetings. 	<ul style="list-style-type: none"> • All teachers. • Subject co-ordinators. • Class teachers. 	<ul style="list-style-type: none"> • Greater use of Google Meets by staff and students. • Subject Plans to be uploaded to Google Drive. • Staff and students familiar with Google Classroom and use it routinely. 	<ul style="list-style-type: none"> • Regular contact at staff meetings, student voice and Parent/teacher meetings to monitor progress and receive feedback. • Survey monkey – surveys of students, teachers and parents 	

<ul style="list-style-type: none">• Continue with the Fifth Year initiative 'Catch up Wednesday'.	<ul style="list-style-type: none">• Fifth Year students do not get homework on Wednesdays until the October mid-term break.	<ul style="list-style-type: none">• All Fifth Year subject teachers.	<ul style="list-style-type: none">• Survey of students, teachers and parents on 'Catch up Wednesday'.	<ul style="list-style-type: none">•	
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