Boherbue Comprehensive School

School Self Evaluation

Update 2023

School Self Evaluation (SSE)

BOHERBUE
COMPREHENSIVE SCHOOL
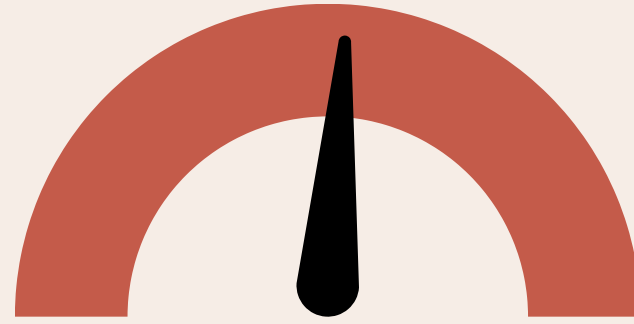
Collaborative

Inclusive

Reflective

Internal School Review

SSE

The Department of Education and Skills requires each school to engage in the practice of self reflection or a School Self Evaluation (SSE) process. School self-evaluation is a collaborative, inclusive, and reflective process of internal school review.

History of School Self Evaluation at Boherbue Comprehensive School

1 The purpose of SSE is to improve the overall learning and teaching in our school.

2 We have been engaged in SSE since 2012

3 Each year builds on the work of previous years.

4 The Principal & Vice-Principal, under the direction of the Board of Management, alongside teachers, pupils and parents participate in the process.

5 Literacy, Numeracy, Instructional Leadership and Assessment for Learning SSE Reports are available on our school website. www.boherbuecs.com

BOHERBUE COMPREHENSIVE SCHOOL

LAOS 2022

The guiding framework for the SSE process is Looking At Our School 2022: A Quality Framework for Post Primary Schools
https://assets.gov.ie

Department of Education

Looking at Our School 2022: A Quality Framework for Post-Primary Schools

Inspectorate
August 2022

LAOS 2022

There are four domains which are the focus of this document;

Domain 1: Learner outcome

Domain 2: Learner experience

Domain 3: Teachers Individual practice

Domain 4: Teachers collaborative practice

Department of Education

**Looking at Our School 2022:
A Quality Framework for
Post-Primary Schools**

Inspectorate
August 2022

LAOS 2022

An Roinn Oideachais
Department of Education

**Looking at Our School 2022:
A Quality Framework for
Post-Primary Schools**

Inspectorate
August 2022

Each domain is divided into separate standards. Statements of effective and highly effective practice are associated with each standard. The school decides through an evaluative process where we are positioned within each domain and create the school improvement plan accordingly.

SSE

In 2021 our SSE focus built on work of previous years. A new strand: Wellbeing (Growth Mindset, Grit & Resilience) was also identified.

Surveys & anecdotal evidence from teachers, parents, media and research papers indicated heightened levels of anxiety and demonstrated covid 19 lockdowns had negatively impacted on the development of literacy and numeracy skills.

In 2021/22 our school participated in the Forbairt Program. This is a Professional Development Action Learning Leadership Project.

The aim of the research project was to ascertain if participation in board game play would enhance self reported wellbeing whilst simultaneously enabling the development of Junior Cycle Key Skills. We focused on the following:	BOHERBUE COMPREHENSIVE SCHOOL
Literacy skills	✓
Numeracy skills	✓
The building of relationships	✓
Development of negotiation skills	✓
Effective Communication	✓
Student Voice	✓

The LAOS statement which linked closely to our project was Domain 2: Learner Experiences

STUDENTS EXPERIENCE OPPORTUNITIES TO DEVELOP SKILLS AND ATTITUDES NECESSARY FOR LIFELONG LEARNING.

Forbairt Findings

No.1	No.2	No.3	No.4
• Playing board games enhance the wellbeing of students	• Playing games in a teacher led environment activates the Junior Cycle Wellbeing indicators i.e students are active, aware, connected, responsible, resilient and respectful.	• The final data indicated that students discovered playing board games helped to develop JC Key Skills especially literacy, numeracy and working with others.	• Students prefer to choose their own group; however, they recognise the lifelong benefits and necessity of mixing and working with others.

STUDENT VOICE was at the core of the project
with weekly surveys completed by the students.
Forbairt results were presented and emailed to
teachers and results
were put on notice board in school.

Board Games &
Wellbeing Research
Project

First year students participated in a PDST Forbairt
Action Research Project led by the Schools Self
Evaluation Team and Wellbeing Teachers in 2022.

KEY SKILLS

What was the research question?
Does participation in board game play enhance wellbeing whilst simultaneously enabling the development of Junior Cycle Key Skills.

Action Research
Students played games each week and completed an exit ticket online. Responses were analysed.

What did we learn?
Students like to form their own groups but understand it's important in life to mix with other people and be inclusive. Playing games is fun and makes us feel good.
Mixing personalities is beneficial for effective group work.

What did we Learn?
Playing Games help us with numeracy and literacy.
Game rules ensure cooperation.
To work with Others and Communicate are Key Skills.

Working with Others
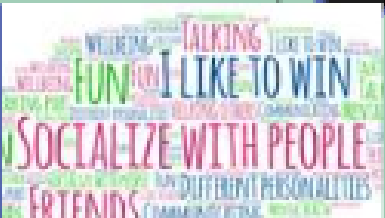
Best Games
1.   CARDS
2.   SCRABBLE
3.   30 SECONDS

What next?
We will share our results at a national conference.
We will include board games in our wellbeing

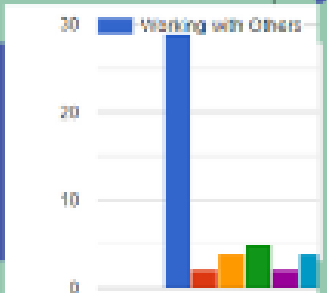| |
|---|
| Board games are now offered as a lunchtime activity. |
| Board games are incorporated into some wellbeing classes. |
| Board games are encouraged for use in SPHE/Wellbeing class when appropriate eg working on communication and self awareness/student reflective practice. |
| Teachers should increase group work activities and cooperative learning strategies (Think, pair, Share, Jigsaw etc). Teachers should be cognisant of group formation preferences when doing group work. Students are to work on their acceptance and abillity to work with others (who may not be in their friendship circle). (SSE Goal 22-23) |

Taking Stock SSE 2022–2023

No.1	No.2	No.3	No.4
• Taking Stock of Literacy and Numeracy	• Taking stock of Formative Assessment and Student Voice	• Taking Stock of Wellbeing: Growth Mindset, Grit and Resilience.	• Taking Stock of Promoting the use of ICT as a tool to enhance Teaching and Learning

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SSE WHAT ELSE IS GOING ON?

SSE 2022-2023

1	• Teachers ensure they have differentiation and active teaching methodologies in Subject Department Plan (Teaching and Learning)
2	• Students should have an opportunity to participate in an active teaching methodology at least once in each class. Differentiation must be provided in class. (National Curriculum Goals)
3	• Negotiated Wellbeing Curriculum (National Wellbeing Goals)
4	• ICT: increase from one to two chromebook trolleys available to enhance ICT use in class. (Digital Strategy for Schools/Digital Education Team). Short course Digital Media Literacy introduced.
5	• Active Student Council (Inclusion and Equity)
6	• Continued development of literacy and numeracy in all subjects (inclusion in subject plans).
7	• 2nd year parents surveyed on their perspective about bringing their child to parent teacher meetings.

SSE & Wellbeing

Wellbeing
Boherbue Comprehensive School has initiated a wellbeing promotion review and development cycle.
All schools will use the SSE proces to initiate a wellbeing promotion review and development cycle by 2025.
In light of Covid 19 this area was identified as a strand for SSE in Boherbue Comprehensive School in 2021.
ACE-Academic Coaching for Excellence and the Study Buddy Programme were initiated in 2020. Thus we have began the process
Antibullying Initiative, Formal Wellbeing Schools Week, Mindfulness in Senior Cycle, Forbairt 2022.

SSE 2022-2023 Taking Stock

Literacy

- Oracy development
- Think, [pair share
- Group work
- Cooperative learning

Literacy

- Google classroom
- ICT as a tool for developing literacy

Literacy

- Key words
- Key word charts
- Key words at start of class

Literacy

- Use of dictionaries
- Thesaurus
- Whole school reading initiatives

Literacy

- Functional writing skills
- Self and peer assessent of work

Literacy

- Success criteria
- Scaffolding
- Reading for leasure

Literacy

- Reading comprehension
- Reading for Leisure

Literacy

- Comparative analysis of PPad-E and CAT4
- Spelling Bee
- DARE

Numeracy

- Use of graphs
- Reading, interpreting graphs
- Write date on board

Numeracy

- Graphic organisers
- Students convert test results into percentages

Numeracy

- Mathematics Week
- Maths Quiz
- Timelines
- Maths Pack

Numeracy

- Incorporate numeracy into every class.
- Maths Moments

SSE 2022-2023 TAKING STOCK

Formative Assessment

- Inclusion
- Differentiation

Formative Assessment

- Enhance overall learner experience
- Improve learner outcomes.

Formative Assessment

- Encourage ownership of learning
- Instill a desire and love of life long learning

Formative Assessment

- Show me Boards
- Entrance & exit ticket

Formative Assessment

- Lower and higher order thinking questions
- Socratic method

Formative Assessment

- Wait time
- Randomisers/lollipop sticks
- No hands up

Formative Assessment

- Round Robin
- Ghost walking
- Group work

Formative Assessment

- Jigsaw
- Debate

Formative Assessment

- Learning Intentions

Formative Assessment

- Success Criteria
- Exemplars of what success looks like

Formative Assessment

- Self and Peer assessment

Formative Assessment

- Feedback
- Comment only
- Setting targets
- Next steps

SSE 2022-2023 TAKING STOCK

ICT	ICT	ICT	ICT
• Inclusion • Differentiation	• Emails • Google Drive • @bcs.com	• Chromebooks with Transition Years • CBA	• Eportfolios • LCA Key Assignment • First Year Digital Literacy Class

ICT	ICT	ICT	ICT
• Formative Assessment • Edpuzzle • Plickers	• Mentimeter • BOYD-Phone for research and AFL	• Assistive technology • Apps for Students with SEN.	• Kahoot • Mentimeter • Student Voice

ICT	ICT	ICT	ICT
• Student support • Coding 1st year & TY • Advanced coding TY	• VsWare • Microsoft Arcade • Machine Learning Artificial Intelligence	• Staff CPD • JCT Cluster Days	• Coding Club • CS Link

SSE 2022-23

- Data was gathered collated and analysed relating to the impact of Covid-19 on students educational experiences and outcomes, their wellbeing, motivation to learn and engagement in learning.
- Sources and Data used to identify a focus for the school year 2023 came from:
  - Teacher observation during class
  - Informal discussions with students during class and break times (student voice)
  - Informal discussions with parents
  - Dialogue with our partners in the primary sector.
  - Results of student survey relating to Forbairt Project.

Based on the data it became apparent that students were impacted negatively by Covid 19-especially in terms of their working with other within the class setting. (JCKey skill).

- Staff survey coupled with other data indicated that students ability to contribute effectively and appropriately to class discussions was in need of development. Therefore the SSE Team, in collaboration with all stake holders decided that literacy, with an emphasis on oral language development, should be the SSE 2023 focus.
- This need arose as a result of the isolation experiences by students due to Covid-19 lockdowns and lack of social, in-person, contact with their peers.
- The focus on oral language development will also work to build the self confidence and self esteem of each student and activate the Junior Cycle wellbeing indicators (Being Active, Being Aware, Being Connected, Resilient, Respectful and Responsible).

The LAOS statement which links most closely to our SSE 23 is Domain 2: Learner Experiences

Students grow as learners through respectful interactions and experiences that are challenging and supportive.

Statements of effective practice	Statements of highly effective practice
Students feel able to contribute their opinions and experiences to class discussion. They listen respectfully to the opinions and experiences of their classmates and others in the school community.	Students **regularly** contribute their opinions and experiences to class discussion **with confidence**. They **are respectful of and interested in** the opinions and experiences of their classmates and others in the school community.

How will we know targets are met?

<u>Cooperative learning strategies</u> such as think pair share, jigsaw, placemat, ghost walking, presenting, peer assessment, group assessment, peer mentoring etc are the strategies which will facilitate the development of this key skill and contribute to students overall wellbeing.

- We will re-issue the staff survey on Oral Language Development in May 2023.
- We will survey students to ascertain the impact of teachers use of cooperative learning strategies to enable oral language development.
- Teacher observation
- The SEN team, pastoral care team, Principal and Deputy Principal will be in dialogue with parents who raise concerns about the impact of covid on their childs psycho-social development.
- Student council will participate in a focus group.
- As a result of all of the information will we do a comparative analysis to plan our next steps.

SSE TEAM BOHERBUE COMPREHENSIVE SCHOOL 2023