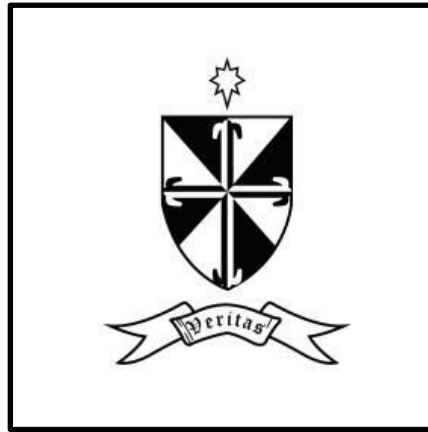


# **Dominican College Muckross Park**



## **Our School Self-Evaluation Report and School Improvement Plan 21/22**

**Date Issued: June 2022**

## 1. Introduction

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

### 1.1 The focus of this evaluation:

The process of school self-evaluation with a focus on teaching and learning in Muckcross Park College commenced in 2012/2013. Initially, the school focused on improving Literacy and Numeracy skills 2012–2016, in line with the National Literacy and Numeracy Strategy. The DES Circular 0040/2016 states that the SSE focus for the 'Investigation Year' 2018/19 is 'Engagement in Learning'. As stated in the Circular: 0033/2021, *"in light of the additional challenges faced by schools in the pandemic context and to allow consultation on the third cycle of SSE to take place, the Department of Education is extending the second cycle of SSE until June 2022. In the 2021/22 school year, schools will continue with their current plans and priorities for SSE and have the flexibility to: Use the SSE process to help them to address the challenges that have arisen in the pandemic context AND/OR complete any work remaining on the aspects of teaching and learning that they had previously selected as the focus for self-evaluation."* As a result, Muckcross Park College focused on completing work begun in the previous SSE cycle.

Self-evaluation was undertaken during the period September 2018 to November 2018. This was conducted through surveying 36 parents, 21 staff and 48 students (8 per year group), followed by an analysis of the findings. The results provided interesting data surrounding students' experiences of assessment which informed our current cycle of self-evaluation. It highlighted the area of self-assessment as a beneficial learning tool. Therefore, Muckcross Park College chose to focus on self-assessment.

This academic year an SSE & SIP Committee was formed across a variety of subject areas. Gathering data was the primary aim for the duration of this year. The committee worked on embedding self-assessment into Second and Transition Year classes. For the Transition Year students, they went a step further by engaging in peer-to-peer assessment using digital platforms. This was in line with our schools focus on incorporating the use of more ICT in our daily practice. The main purpose of this experiment with our Transition Years Students was to gauge what value, if any, the students found in the peer-to-peer assessment process.

The Second and Transition Year students were surveyed before and after the process. They were given a range of tasks that they had to assess, using success criteria, and had the opportunity to reflect on each task. They also reflected on their overall experience with self-assessment in a further survey and some Second Year students took part in filmed interviews on their experience.

Muckcross Park College also engaged in gathering data from teachers and some engaged in SSE and SIP related CPD through the PDST. In keeping with the DES School Self-Evaluation guidelines, the evaluation process has led to action planning for improvement. The improvement plan has been informed by evidence gathered within Muckcross Park College's unique context and has identified meaningful and specific targets and actions.

## **1.2 School context:**

Muckcross Park College is a Christian school in the Roman Catholic tradition. The motto 'Veritas' inspires the school's Dominican ethos. Dominican education is concerned with the education of the whole person. We work in partnership with parents to instruct and educate the young people in our school. We encourage respect, responsibility, initiative, personal growth and leadership. Our school community is based on a sense of trust. Teachers seek, through a well-balanced curriculum, to awaken in pupils a love of learning and a desire to search for truth. Each pupil is helped to achieve self-understanding and acceptance of their unique worth and an appreciation of the uniqueness of others. Every effort is made to develop skills which will enable pupils to play an active role in their own learning and to seek a standard of excellence.

Through the projects they completed this academic year, the SSE & SIP Committee ensured student voice played a central role in evaluating elements of our teaching practice and in informing methods for improvement going forward.

## **2. Findings:**

Findings 2021/2022: As a result of SSE, the following list indicates our findings for the academic year 2021/2022 in relation to the quality of practice of teaching, learning and assessment.

### **2.1 This is effective / highly effective practice in our school**

Investigations regarding Assessment for Learning under the *Looking at our School 2016* guidelines showed that the following Teaching and Learning areas were effective in our school, and in many instances were highly effective.

#### **Learner experiences - effective/highly effective areas:**

- Students engage purposefully in meaningful learning activities.
- Where the school curriculum provides opportunities to do so, students negotiate their learning thereby increasing their autonomy and effectiveness as learners.
- Students grow as learners through respectful interactions and experiences that are challenging and supportive.
- Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning.
- Students experience opportunities to develop the skills and attitudes necessary for lifelong learning.
- Students are keenly aware of and value the important role of Assessment as a tool for reviewing Learning

- Students are acutely aware of how assessment helps their learning: avoiding future mistakes, informs their learning progress, gives them confidence.
- Students are explicitly taught the skills of Self-assessment.
- A significant proportion of students are positive towards Peer assessment.
- Students are motivated to learn through having a clear sense of attainable and challenging learning outcomes.
- Students see themselves as learners and demonstrate this in their positive and reflective approach to classwork and homework.

**Teachers' individual practice - effective/highly effective areas:**

- The teacher selects and uses planning, preparation and assessment practices that progress students' learning.
- Teachers collectively develop and implement consistent and dependable formative and summative assessment practices.
- Teachers share success criteria with students so that they can assess their own learning through self-assessment and peer assessment.
- Teachers engage regularly in assessment.
- Teachers provide written feedback (using both traditional and ICT based methods).
- Teachers engage in a wide range of assessment methods (using both traditional and ICT based methods).

**Teachers' collective/collaborative practice - effective/highly effective areas:**

- Teachers use parent-teacher meetings and other communication with parents very constructively to support parents' meaningful involvement in their children's education and development as learners.
- Teachers identify and engage in CPD that develops their own practice and meets the needs of students and the school.
- Teachers view collaboration as a means to improve student learning and to enhance their own professional development. They engage in constructive collaborative practice.
- Teachers recognise the value of building whole-staff capacity and are willing to share their expertise with other teachers in the school.

**2.2. This is how we know:**

- Students are explicitly taught the skills of self-assessment (61%) and have the opportunity to assess their own work in class (66.7%) - a slight increase in comparison with a previous report.
- Students are aware of the educational language used such as *learning outcomes* (57.1% of students said teachers displayed learning outcomes on the board) and *success criteria* (74.3% of students stated they have used success criteria in their classes).
- Students have a positive attitude towards self-assessment with some commenting that it helped them identify their strengths and weaknesses, it gives them more confidence in their work going forward.

- Students have had the opportunity to reflect on their work (42%) stating they are given opportunities to reflect on assessments.
- Students always (54%) or sometimes (47%) receive written feedback on their work with an open and constructive environment created within the classroom context.
- Students have a positive attitude towards peer-to-peer assessment with 79% agreeing that it helps them develop judgmental skills and to critically reflect on each other's work, while equipping them with skills to self-assess and improve their own work.
- Students have a positive attitude towards receiving feedback from teachers via digital platforms, with 78% saying it was beneficial. However, a strong majority of 41% said they do not want this to be the new norm and would prefer a blend of this assessment along with more traditional written and in-person feedback.
- Students completed a wellbeing survey aimed at identifying their needs and preferences within the schools' Wellbeing Program.
- Our Staff CPD shared document is updated regularly across all subject departments and management alike.
- The ICT Committee meet regularly to help design and build on our schools' Digital Strategy, sharing this knowledge and new ideas with staff (and students).

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

- Increasing awareness and engagement in self-assessment in class time, aiming to help students to become more autonomous and informed learners.
- As we return to teacher-based classrooms in 2022/23 the self-assessment questioning posters will be displayed in all classrooms. Classroom whiteboards will be equipped with stickers to remind teachers to use learning outcomes and a recap at the end of a lesson to reinforce self-reflection.
- Embed a culture of self-assessment across all subject areas with the use of learning outcomes and success criteria, simultaneously strengthening peer-assessment skills.
- Reduce student reliance on teacher feedback by further building students' confidence in their own self-assessment.
- As this confidence grows, consider incorporating more peer-to-peer assessment strategies.
- SSE progress will be discussed on a more regular basis at staff meetings to allow staff update and discussion, in line with *Looking at Our Schools (2016)*. It will also be featured on the agenda for subject department meetings.
- The SSE team will update staff with more regular email updates to promote SSE as central to teaching, learning and assessment.
- An SSE notice board in the staffroom will also be set up going forward to increase visibility of the process.
- The SSE & SIP Committee will recruit more members, across new subject areas. The team will work closely with subject coordinators (especially at the outset of the academic year), to find ways of incorporating self-assessment within their subject.

- A rubric or self-assessment wheel will be developed by the SSE & SIP Committee for the school journal so students can assess their own work on a more regular basis, and it becomes part of their routine. This will also be developed with the involvement of subject coordinators.
- The team will work closely with the Student Voice Committee to include students in the SSE process.
- An exam cover sheet will be developed with subject coordinators to encourage students to reflect on their strengths and weaknesses within an assessment.
- Promote the continued use of ICT in our teaching and learning (with the support of our ICT Committee).
- Consider using some Croke Park hours to provide more ICT based CPD where and when required, while those qualified continue to share their ICT expertise on request with other teachers in the school. (This may involve some strategies to aid the use of digital platforms in enabling student peer-to-peer feedback).
- Develop our Wellbeing Program which will be added as a strand of focus in the next cycle of our SSE/SIP.

### **3. Our improvement plan**

On the following pages 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 August 2022 to May 2023

Targets	Actions	Persons / Groups Responsible	Criteria For Success	Progress and Adjustments + Date assessed	Targets Achieved + Date assessed
Inform staff of SIP 2022/23 early in academic year	Create shared folder on G Drive (accessible to all staff) that contains key planning/policy documents. Email this SSE/SIP document plus link to shared folder to all staff.	SIP Coordinator (with agreement from Management on shared folder and its contents)	All staff know where key documents are stored. All staff will be well informed on the current SIP and feel involved in the process.		
Update staff on the self-assessment initiative	Provide information on the initiative to staff at a staff meeting early in the academic year and throughout the school year.	SSE & SIP Coordinators /Committee	All staff will be well informed on the current focus and feel involved in the process.		
(TBC - Visual aid summarising SSE and whole schools focus for the year)	(Create a visual summary to be shared in staff room - perhaps classrooms also - and digital version emailed to all staff)	(SSE & SIP Coordinators. <b>TBC because unsure if required – need to confirm with principal</b> )	(All staff will be well informed on the current focus and feel involved in the process.)		
Ensure all teachers have access to self-assessment strategies	Furnish every classroom with Self-assessment questions poster  Provide every teacher with a digital copy of self-assessment strategies.	SSE Coordinator /Committee  Committee to meet with department coordinators at the outset of the year.	Teachers feel equipped to embed self-assessment strategies in their classes.		

<b>Targets</b>	<b>Actions</b>	<b>Persons / Groups Responsible</b>	<b>Criteria For Success</b>	<b>Progress and Adjustments + Date assessed</b>	<b>Targets Achieved + Date assessed</b>
Increase awareness of value of and engagement in self-assessment	Request that every department decide some self-assessment strategies to adopt within class time.	Heads of subject departments  All teachers	Teachers collaborate and explore avenues to implement self-assessment.		
Monitor implementation and success of initiative	Survey teachers, students, and parents with targeted questions regarding self-assessment to establish current engagement in it and progress on the specific targets. (See Appendix A in earlier document)	SSE & SIP Coordinators /Committee	Survey teacher, students, and parents towards the end of each academic year using the questions in Appendix B (from earlier document) Targeted percentage changes will be achieved - see 'Aims 2019/20 – 2021/22' in Appendix A		
Refer briefly to <i>Teaching and Learning</i> at every staff meeting, as per DES guidelines	Very brief reminder to engage with self-assessment initiative as much as possible	Management/ SSE & SIP Coordinators /Committee	Inclusion on staff meeting agenda		
Develop a rubric or wheel of assessment for the journal	Develop this with subject coordinators to include areas of self-assessment across all subject areas.	SSE Coordinator /Committee	A rubric or self-assessment wheel created for inclusion in the journal, to aid students.		
Develop exam cover/reverse sheet	Develop this with subject coordinators to allow student time for reflection	SSE Coordinator /Committee /subject coordinators	A cover/reverse sheet used on all end of term exams, so students can reflect on assessment.		



<b>Targets</b>	<b>Actions</b>	<b>Persons / Groups Responsible</b>	<b>Criteria For Success</b>	<b>Progress and Adjustments + Date assessed</b>	<b>Targets Achieved + Date assessed</b>
Continue ICT usage growth in teaching and learning	Remind staff of the benefits ICT brings to our classrooms, encouraging the ongoing blended usage of technology alongside the more traditional methodologies.	ICT Coordinator / ICT Committee	Teachers naturally embed ICT strategies in their planning and teaching.		
Provide ICT based CPD as and when required	Provide assistance with existing technologies as required. Share knowledge of new technologies with all staff. (Consider using Croke Park hours for some/all of this)	ICT Coordinator / ICT Committee (with Management approval r.e. Croke Park hours element)	Teachers improve their knowledge of ICT tools and embed more of them in their planning and teaching.		
Incorporate ICT in self-assessment	Remind staff that ICT tools can be used in self-assessment strategies. Provide ICT related assistance to teachers if required.	All teachers with guidance from SSE & SIP & ICT Coordinators/ Committees	Teachers facilitate the use of ICT in self-assessment strategies.		
Introduce student peer-to-peer assessment (ICT and otherwise)	(For possible introduction later in the academic year...) As students become increasingly comfortable in the self-assessment process, consider introducing peer-to-peer assessment strategies.	All teachers with guidance from SSE & SIP & ICT Coordinators/ Committees	Teachers facilitate the use of student peer-to-peer assessment strategies.		
Develop improvement plan for Wellbeing (as per next SIP cycle)	Review results of wellbeing survey (end of 2021/2022 academic year) and develop an improvement plan to potentially begin in the 2023/2024 academic year.	Wellbeing Coordinator	Wellbeing is formally added as a strand of focus in the next cycle of our SSE/SIP.		