# Scoil Aonghusa CNS

# SSE Targets

# 1. Introduction

Scoil Aonghusa CNS was established in 2014. The process of engagement with School Self Evaluation (SSE) in the past was in the context of the school being established and priorities being identified for the school at the outset of the establishment of the school in 2014. As a new school, we are now engaging with the process of SSE for the first time. The Board of Management has been consulted and is aware of the school’s engagement with and commitment to the process of SSE. To that end, the teachers have undertaken two reviews at staff meetings (June & Sep. 2018) in relation to priorities around the teaching and learning dimension of the ‘Looking at Our Schools, 2016’ document.

In relation to Teacher’s Collective and Collaborative practice, the school has identified team-teaching as an area of strength. Continuous Professional Development (CPD) of teachers is another area of strength highlighted as part of this review process with the formal sharing of CPD listed as an area of improvement within this domain. The introduction of this practice would also cultivate the Leading of Teaching and Learning in our school (Leadership and Management Domain). (Evidence is currently being gathered to identify SSE targets and to inform teaching and learning.

* 1. **Previous DES instruction to engage with SSE was prior to the establishment of Scoil Aonghusa CNS in 2014, hence this document is the school’s first improvement plan**
  2. **The focus of this evaluation**

In the absence of evidence from previous improvement plans, the teaching staff undertook a review at a staff meeting where Literacy was identified as a focus, more specifically, language and comprehension.

**2. Practice**

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

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

* Teacher’s individual practice – teachers have requisitive knowledge of planning tools, assessment, classroom management and teaching approaches. There is a high level of awareness on Literacy, Numeracy and STEM. Differentiation is used in all classes to cater for varying needs across the classes. Teacher’s individual practice is recorded in their short and long term planning, available on the shared drive and cuntasaí míosúla, available in the secretary’s office. Teachers are asked to reflect on SSE targets in their cuntasaí. All records of teacher’s individual practice are monitored by the school princiapl and open to external inspection.
* Teacher’s collective/collaborative practice – opportunities to engage in professional collaboration and development are timetabled throughout the academic year. Informally, a culture of collaboration and sharing is promoted. Teachers are encouraged to build whole-staff capacity by sharing their expertise at Croke Park meetings. Team-teaching is used abundantly throughout each class level
* School leaders lead teaching and learning by promoting a culture of collaboration, innovation and creativity in learning, teaching and assessment. Equality is one of the corner stones of a Community National School. The management at Scoil Aonghusa promote an ethos of inclusion. Books which explore diversity and inclusion were purchased recently and added to the school library. The nine grounds of discrimnination are studied at each class level and a Belief Space in the school foyer acknowledges the belief structure of each family in the school. Projects which promote inclusion are undertaken at each class level and are presented at Assembly. Scoil Aonghusa CNS has a class for children with Autism. In all settings, work is differentiated for students to promote the holistic development of each child.
* School leaders ensure that staff and students work in an orderly, secure and healthy learning environment. It is the responsiblility of the management team to ensure that all snags in the new building are completed in line with health and safety guidelines. Each classroom has an interactive whiteboard, data projector and visualiser. The Board has recently invested in a wide range of teaching resources including books, student laptops and Bee-bots to create and maintain an innovative learning organisation. The opening of the school library in January 2019 promotes Literacy across each class level.
* School leaders facilitate the development of leadership capacity by inviting staff members to share CPD during Croke Park meetings; asking diffferent staff members to present projects at Assembly, inviting staff members to lead committees e.g. STEM committee, Greenschool’s committee, Health Promotion committee etc

**2.2. This is how we know**

* Cuntasaí are reflective of curricular guidelines and planning tools
* Team-teaching is undertaken at each class level with pre and post assessments informing teaching
* The curriculum is differentiated for some pupils based on standardised scores and teacher observations
* Teacher collaboration permeates each class level
* Sharing of CPD is timetabled during Croke Park hours
* As a developing school with a relatively young age profile, staff training is deemed a priority
* Team teaching at all class levels focuses on Literacy and Numeracy
* The school building facilitates excellent opportunities for teaching and learning.
* The Belief Space in the school foyer promotes inclusion and equality
* Family projects further promote inclusion
* Recent resource acquisition include graded readers, library books, eight student laptops, Bee-bots,

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

* The development of Oral Language skills
* The development of Comprehension skills
* The development of teacher’s collective and collaborative practice in plannig for teaching and learning in literacy and numeracy

1. **Our improvement plan**

This action plan will commence in January 2019

**Targets:**

* To improve vocabulary scores by at least 9 months in a 6 month period (Junior Infants – Second Class)
* To improve comprehension score by at least 10 months in a 7 month period (Third – Sixth Class)

# School Improvement Plan

**Timeframe of this improvement plan is from December 2018 to June 2019**

**Strand: Oral Language**

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| **Element** | **Learning outcomes** | **Actions** | **Persons / groups responsible** | **Progress and adjustments** | **Targets achieved** |
| Communicating | Engagement, listening and attention | Building Bridges of Understanding (all classes)  Literacy Lift off (Infants - second class)  Aistear (Infant classes)  GMGY projects (all classes)  World Book Day (parents invited in to read to children) | Class teachers  Support teachers  Parents |  |  |
| Social conventions and awareness of others | Aistear (Infant classes)  GMGY projects (all classes) |  |  |
| Understanding | Sentence structure and grammar | Building Bridges of Understanding (all classes)  Literacy Lift off (Infants - second class)  Aistear (Infant classes)  GMGY projects (all classes)  Shared Reading  World Book Day (parents invited in to read to children) | Class teachers  Support teachers  Parents |  |  |
|  | Demonstration of understanding | Building Bridges of Understanding (all classes)  Literacy Lift off (Infants - second class)  Aistear (Infant classes)  GMGY projects (all classes)  Shared Reading  World Book Day (parents invited in to read to children) |  |  |  |
| Acquisition and use of vocabulary | Wordwalls |  |  |
| Exploring and Using | Requests and Questions | Building Bridges of Understanding (all classes)  Literacy Lift off (Infants - second class)  Aistear (Infant classes)  GMGY projects (all classes)  Shared Reading  World Book Day (parents invited in to read to children) | Class teachers  Support teachers  Parents |  |  |
| Retelling and elaborating | Building Bridges of Understanding (all classes)  Literacy Lift off (Infants - second class)  Aistear (Infant classes)  GMGY projects (all classes)  Shared Reading  World Book Day (parents invited in to read to children) |  |  |
| Playful and creative use of language | Building Bridges of Understanding (all classes)  Literacy Lift off (Infants - second class)  Aistear (Infant classes)  GMGY projects (all classes)  Shared Reading  World Book Day (parents invited in to read to children) |  |  |
| Information, giving, explanation and justfication | Building Bridges of Understanding (all classes)  Literacy Lift off (Infants - second class)  Aistear (Infant classes)  GMGY projects (all classes)  Shared Reading  World Book Day (parents invited in to read to children) |  |  |
| Description, prediction and reflection | Building Bridges of Understanding (all classes)  Literacy Lift off (Infants - second class)  Aistear (Infant classes)  GMGY projects (all classes)  Shared Reading  World Book Day (parents invited in to read to children) |  |  |
| Categorisation | Wordwalls |  |  |

**Arguments and Debates/ Information giving, explanation and justification**

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| --- | --- | --- | --- |
| **Communicating**  **Engagement, listening and attention LO.1/Social conventions and awareness of others LO. 2&3** | | **Understanding**  **Sentence structure and grammar LO.4**  **Acquisition and use of vocabulary LO.5&6**  **Demonstration of understanding LO.7** | **Exploring and using**  **Information giving, explanation and justification LO.13** |
| **Speaker:**  *Use of voice:*   * Tone * volume * Pitch * Pronunciation * intonation   *Use of body:*   * Posture * Eye contact * Gestures   *Broad rules :*   * The floor * Turn taking * Prepared * Informative * Interesting | **Listener**  *Use of body:*   * Posture * Eye contact * Affective displays   *Broad rules :*   * Interested * Turn taking * Focus on speaker without devices | **Vocabulary**   * Genre specific vocabulary see PDST blue vocab sheet   **Grammar:**   * Adjectives   **Syntax:**   * Model and recast correct sentence structure. | **Structure:**   * Greeting * Thesis (introduce self) * State position * Provide supporting evidence * Present alternative position (1st up) * Conclusion |

**Conversations/ Playful and creative use of language**

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| **Communicating**  **Engagement, listening and attention LO.1/Social conventions and awareness of others LO. 2&3** | | **Understanding**  **Sentence structure and grammar LO.4**  **Acquisition and use of vocabulary LO.5&6**  **Demonstration of understanding LO.7** | **Exploring and using**  **Requests and questions LO.8&9**  **Playful and creative use of language LO. 12** |
| **Speaker:**  *Use of voice:*   * Tone * volume * Pitch * Pronunciation * intonation   *Use of body:*   * Posture * Eye contact * Affective displays   *Broad rules :*   * Turn taking * Adjacency pairs * Proximity | **Listener**  *Use of body:*   * Posture * Eye contact * Affective displays   *Broad rules :*   * Interested * Turn taking * Focus on speaker without devices * Proximity * Respond * Laugh if something funny is said * Adjacency pairs | **Vocabulary**   * Genre specific vocabulary see PDST orange vocab sheet   **Syntax:**   * Model and recast correct sentence structure. | **Structure:**   * Greeting * Ask a Question (wait for answer) * Respond if another question is asked * Conclusion |

**Instructions and procedures/** **Description prediction and reflection**

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| **Communicating**  **Engagement, listening and attention LO.1/Social conventions and awareness of others LO. 2&3** | | **Understanding**  **Sentence structure and grammar LO.4**  **Acquisition and use of vocabulary LO.5&6**  **Demonstration of understanding LO.7** | **Exploring and using**  **Description, prediction and reflection LO. 14** |
| **Speaker:**  *Use of voice:*   * Tone * volume * Pitch * Pronunciation * Pace * Pause   *Use of body:*   * Posture * Eye contact   *Broad rules :*   * Prepared | **Listener**  *Use of body:*   * Posture * Eye contact * Affective displays   *Broad rules :*   * Focus on speaker without devices | **Vocabulary**   * Genre specific vocabulary see PDST yellow vocab sheet   **Grammar**   * Bossy verbs * Time connectives * Present tense   **Syntax:**   * Short concise sentences * Model and recast correct sentence structure. | **Structure:**  **Recipe/ experiment:**   * Ingredients/ equipment * Method * Concluding statement   **Directions**   * List correct sequence from starting point to finishing point. |

**Oral Reports/ Categorisation**

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| **Communicating**  **Engagement, listening and attention LO.1/Social conventions and awareness of others LO. 2&3** | | **Understanding**  **Sentence structure and grammar LO.4**  **Acquisition and use of vocabulary LO.5&6**  **Demonstration of understanding LO.7** | **Exploring and using**  **Categorisation LO.10** |
| **Speaker:**  *Use of voice:*   * Tone * volume * Pitch * Pause * Pace * Pronunciation   *Use of body:*   * Posture * Eye contact * Gestures   *Broad rules :*   * The floor * Prepared * Informative * Interesting | **Listener**  *Use of body:*   * Posture * Eye contact * Affective displays   *Broad rules :*   * Focus on speaker without the distraction of devices * Interested | **Vocabulary**   * Genre specific vocabulary see PDST green vocab sheet   **Grammar:**   * Present tense verbs * Adjectives   **Syntax:**   * Model and recast correct sentence structure. | **Structure:**   * Greet * Introduce * What and why * Body of report * Conclusion |

**Partner and small group work/ Playful and creative use of language**

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| **Communicating**  **Engagement, listening and attention LO.1/Social conventions and awareness of others LO. 2&3** | | **Understanding**  **Sentence structure and grammar LO.4**  **Acquisition and use of vocabulary LO.5&6**  **Demonstration of understanding LO.7** | **Exploring and using**  **Playful and creative use of language LO. 12** |
| **Speaker:**  *Use of voice:*   * Tone * volume * Pitch * Pronunciation   *Use of body:*   * Posture * Eye contact   *Broad rules :*   * Turn taking * Adjacency pairs * Proximity | **Listener**  *Use of body:*   * Posture * Eye contact   *Broad rules :*   * Turn taking * Focus on speaker without devices * Proximity * Respond * Adjacency pairs | **Vocabulary**   * Genre specific vocabulary see PDST red vocab sheet   **Syntax:**   * Model and recast correct sentence structure. | **Structure:**   * Assign roles depending on the task   (example of roles: researcher, recorder, time keeper, question gatherer, materials manager, encourager, scribe) |

**Partner and small group work/ Playful and creative use of language**

|  |  |  |  |
| --- | --- | --- | --- |
| **Communicating**  **Engagement, listening and attention LO.1/Social conventions and awareness of others LO. 2&3** | | **Understanding**  **Sentence structure and grammar LO.4**  **Acquisition and use of vocabulary LO.5&6**  **Demonstration of understanding LO.7** | **Exploring and using**  **Playful and creative use of language LO. 12** |
| **Speaker:**  *Use of voice:*   * Tone * volume * Pitch * Pronunciation   *Use of body:*   * Posture * Eye contact   *Broad rules :*   * Turn taking * Adjacency pairs * Proximity | **Listener**  *Use of body:*   * Posture * Eye contact   *Broad rules :*   * Turn taking * Focus on speaker without devices * Proximity * Respond * Adjacency pairs | **Vocabulary**   * Genre specific vocabulary see PDST red vocab sheet   **Syntax:**   * Model and recast correct sentence structure. | **Structure:**   * Assign roles depending on the task   (example of roles: researcher, recorder, time keeper, question gatherer, materials manager, encourager, scribe) |

**Storytelling and anecdotes/ Playful and creative use of language/ retelling and elaborating**

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| **Communicating**  **Engagement, listening and attention LO.1/Social conventions and awareness of others LO. 2&3** | | **Understanding**  **Sentence structure and grammar LO.4**  **Acquisition and use of vocabulary LO.5&6**  **Demonstration of understanding LO.7** | **Exploring and using**  **Playful and creative use of language LO. 12** |
| **Speaker:**  *Use of voice:*   * Tone * volume * Pitch * Pronunciation * Intonation * Pause * pace   *Use of body:*   * Posture * Eye contact * Gestures   *Broad rules :*   * The floor * Turn taking * Prepared * Engaging * funny * Interesting | **Listener**  *Use of body:*   * Posture * Eye contact * Affective displays   *Broad rules :*   * Interested * Focus on speaker without devices * laugh only if something funny is said | **Vocabulary**   * Genre specific vocabulary see PDST pink vocab sheet * Words instead of went and said   **Grammar:**   * Past tense * Adjectives * Time connectives   **Syntax:**   * Model and recast correct sentence structure. | **Structure:**   * Orientation (opening statement, characters and setting) * Problem * Resolution * Conclusion |

**Critiria for success:**

The following assessments will be administered again at the end of May, 2019 to measure progress:

* Junior Infants – Second Class: BPSV3
* Third – Sixth Class: Drumcondra Primary Reading Test
* Marino Graded Reading Test (Sample)

This plan will be successful if scores indicate the following improvements:

To improve vocabulary scores by at least 9 months in a 6 month period (Junior Infants – Second Class)

To improve comprehension score by at least 10 months in a 7 month period (Third – Sixth Class)

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| --- | --- | --- | --- |
| **Class** | **Target** | **Adjustments/Modifications made** | **Achieved**  **Date** |
| Junior Infants | To improve vocabulary scores by at least 9 months in a 6 month period |  |  |
| Senior Infants | To improve vocabulary scores by at least 9 months in a 6 month period |  |  |
| First Class | To improve vocabulary scores by at least 9 months in a 6 month period |  |  |
| Second Class | To improve vocabulary scores by at least 9 months in a 6 month period |  |  |
| Third Class | To improve comprehension score by at least 10 months in a 7 month period |  |  |
| Fourth Class | To improve comprehension score by at least 10 months in a 7 month period |  |  |
| Fifth Class | To improve comprehension score by at least 10 months in a 7 month period |  |  |
| Sixth Class | To improve comprehension score by at least 10 months in a 7 month period |  |  |