School Self Evaluation (SSE) & School Improvement Plan

- St. Aidan's CBS is now in its Sixth year of the School Self-Evaluation [SSE] initiative launched by the Department of Education and Skills in 2012.
- School self-evaluation is a collaborative, inclusive, and reflective process of internal school review. An evidence-based approach, it involves gathering information from a range of sources, and then making judgements and action plans based on the evidence gathered.
- The goal of SSE is to empower "a school community to affirm good practice, to identify areas that merit improvement and to decide on actions that should be taken to bring about improvement in those areas", (*SSE Guidelines*, p.8).
- Schools are required to prepare a short Report and Improvement Plan [School Self Evaluation report and School Improvement Plan (SIP)] based on the strengths and areas for improvement. The plan should detail the improvement targets and the actions that will help the school to bring about those improvements.
- The SIP should identify:
  - targets for improvement (with a focus on learner outcomes).
  - actions required to achieve the targets (with reference to those who are responsible for taking actions).
  - a statement of how the school will assess if the targets have been achieved.
  - a timeframe for achievement of the targets.

The Board of Management is responsible for ensuring that a brief summary of the SSE report and SIP are provided to the whole school community. These documents can be accessed below.

Further details on the SSE process are available here: http://schoolself-evaluation.ie/post-primary/

School Self-Evaluation (SSE) & School Improvement Plan (SIP) 2016-2020

Strand 1: Homework & Assessment Practises.

Introduction

- Research and data collection for S.S.E. has been an ongoing process in the school since 2011.
- A whole school survey of staff, students and teachers was conducted in 2011.
- In 2013/2014 and again in 2016/2017 a more focused research process took place on **homework & assessment practices** with a view to making improvements in this area for the S.S.E. process of 2016 - 2020.

Targets

1. To improve student perception of the link between homework and academic achievement.
2. To increase the quality of homework presented by students.
3. To expand the range of homework assessment practices experienced by students.
4. To improve the effectiveness of feedback given to students.

Actions

1. Implementation of 'designated homework time' whole school policy
2. Development of whole school approach to homework:
3. Introduction of self-assessment and peer-assessment practices
4. Provision of CPD for teachers
5. Subject department shared approach to h/w
6. Use of formative written feedback in evaluating homework

Review

A review took place in term 3 in 2018 with the aim to incorporate actions to meet our target.

1. Increased parental involvement in homework.
2. More education for students via assemblies.
3. Allocating time for SIP discussion at departmental meetings.
4. Demonstration of ideas re: assessment practices by teachers at Planning and Development staff meetings.

Strand 2: Effectiveness of Active Learning Methodologies 2018/19/20

Introduction

- Research and data collection for S.S.E. Strand 2 took place in 2018/2019 and 2019/2020. The school agreed that the need to examine our practice against the needs of the new Junior Cycle was important.
- It was decided that we needed to improve our use of active learning methodologies.

Targets

1. To improve the effectiveness of pair and group work in our school
2. To improve active participation so that all our students engage purposefully in meaningful pair and group work activities.
3. To enable students to refine their understanding through communication, discussion, and explanation so that they grow as learners.

Actions

1. Guidance and training from our Instructional Leadership team
2. Resourcing (posters, shared resources, guidelines)
3. Communication (SSE coordinator and assistant, emails, CP meetings, noticeboard)
4. Internal 'Teachmeets'
5. Sharing CPD content
6. Implementation of effective group work strategies
7. Peer observation by teachers

Review

- A process of monitoring and evaluation will take place in Term 3 of this year to reflect and make any beneficial amendments to our targets or actions.