

# School Improvement Plan

For 2016-17 School Year

Grange Community College

Grange Abbey Road,

Donaghmede,

Dublin 13

Roll No: 70020B

Signed ..... Chairperson of Board of Management

Date .....

## Grange Community College School Improvement Plan 2016-2017

### Baseline data

### Teaching and learning

- A Teaching and Learning Committee was set up in the school. This reviewed the entrance examination testing procedures and the structure of the day. It reviewed fifth year options. It also reviewed first year options and the distribution of incoming first years in classes.
- Leaving Certificate options are now led by student choice with classes being arranged where possible to facilitate this.
- Two new subjects are in the process of being introduced at Leaving Certificate level: music this year, and physics next year. The school has also been a pilot for the introduction of the new Leaving Certificate subject politics and society, which will commence with fifth year students in the 2016-17 school year.
- The Leaving Certificate Vocational Programme (LCVP) was introduced this year with most of the fifth year students choosing this option.
- The entrance testing day has been restructured to lengthen tests and make them more appropriate. The day will now include input from subject teachers and these teachers are involved in the marking of the tests.
- New first year timetabling was implemented.
- Project Maths type problems had been introduced into the entrance testing in 2015 and again in 2016, which will allow for more comparative analysis when they are re-tested towards the end of second year.
- A number of teachers participated in the Transfer learning programme, TL21, Teaching and Learning in the 21<sup>st</sup> Century, which was jointly run by Dublin and Dún Laoghaire Education and training Board and National University of Ireland, Maynooth during the 2015-16 school year. During this programme the Grange Community College hosted a session where innovative practices, which had been trialled by the college were presented to other schools for possible implementation. A certificate of completion was awarded to those who took part at a ceremony in DDLETB Head Office in Tallaght in May 2016. The college and the teachers who participated were highly commended by the DDLETB and also by the Board of Management of Grange Community College.
- Visiting international students were welcomed into the school for the first time. Some of them followed the Transition

Year programme, whilst others joined fifth year. It was a hugely positive experience for the students themselves, as well as for our students and teachers. They had a positive influence on our students' attitude to learning.

- In 2015-16 teachers carried out monthly assessment testing on first year students which was recorded on Vsware. Some review of results took place, but there would be a need for further review in the future, as this scheme continued into second year.

#### **Attendance**

- The target to increase the attendance of senior cycle students by 5% in the school year 2015-2016 has not been met and it was agreed to review this target in the next school year, i.e. September 2016.
- Attendance figures for the school year 2014-2015 as returned to TUSLA at the end of the school year showed that 3522 school days had been lost that year.
- Attendance figures as returned to TUSLA at the end of this school year (2015-16) showed that the total number of school days lost was 3109 despite an increase of student numbers and notwithstanding the fact that there were more students this year who were absent for 20 days or more.
- As the above figures are for whole day attendance they also demonstrate a marked improvement in attendance in school in the afternoons. The re-structuring of the school day meant that Junior and Transition Year students remained in school for lunch-time and were consequently present for the afternoon.

#### **Literacy**

- Reading Ability test showed that the student average at the entrance test was under the 40th percentile, (39.93). As percentiles reflect an average for an age cohort an average improvement of a year could very well show up as the same percentile in each subsequent year. We wanted our students to improve by more than the average, so we set that at one percentile point in each year. This could be reviewed after the first year.
- The previous DEIS plan recorded improvement in reading scores and the initiatives under the previous target in this area were felt to have been effective. However, it was by no means clear that all staff were interpreting the target in the same way. This is a re-working of the previous one taking into account comments from the DES inspection in this area, and in-put from the PDST through Selina Wilkes. Not all students would acquire an in-depth understanding of key terminology, but the effort would be very helpful to all.
- It was considered important to encourage students to read more, as this would help their general literacy and therefore affect their Examination Attainment and Educational Progression.

	<ul style="list-style-type: none"> <li>• Although it was not part of our DEIS targets a study was conducted by G Mc Keown of the college's Resource Department on the reading attainment results of second year pupils.</li> </ul> <p>18 students took part in <u>both</u> the entrance test in February 2014 and April 2016, so only the scores of these students were used in the study. Using the entrance tests as the baseline data, an average grade equivalent score was determined. This was compared with the average score from the recent tests. This was converted to Reading Age equivalents and the results are as follows:</p> <p>Average Reading Age Equivalent at entrance exam: 11 years 8 months</p> <p>Average Reading Age Equivalent at end of 2<sup>nd</sup> year: 14 years</p> <p>Major reading improvements were recorded by students across the spectrum, which is especially significant given the wide range of abilities in 2<sup>nd</sup> year. This is a major achievement and a true reflection of the hard work all the teachers have put in.</p>
<p><b>Summary of main areas requiring improvements</b></p>	<p><b>Teaching and learning</b></p> <ul style="list-style-type: none"> <li>• To continue to offer options according to student choice</li> <li>• To offer a greater variety of Leaving Certificate subjects in order to support the diverse abilities of our student cohort and to widen their progression opportunities</li> <li>• To continue to promote the LCVP programme and the new Leaving Certificate subjects, Music and Physics</li> <li>• To offer the option of Politics and Society</li> <li>• To implement methodologies focused on in the TL21 programme and the new Junior Certificate in-service</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• To increase attendance of fifth students (2016-17) by 2 % by the end of the current Deis Plan (August 2018)</li> <li>• To increase full day attendance of junior cycle students by 1 %</li> </ul>

**Literacy**

Overall target to improve literacy levels of specific groups of students within the junior cycle:

- That those students who commenced first year in 2015-16 will have made an average percentile improvement in Reading Ability per annum.
- That the majority of students will have an in-depth understanding of key vocabulary/terminology in all subjects in order to access the junior cycle curriculum.
- To promote interest in reading throughout the school.

	<b>Improvement Targets</b>	<b>Required Actions</b>	<b>Success Criteria / Measurable Outcomes</b>	<b>Persons Responsible</b>	<b>Timeframe for Actions</b>
<b>Teaching and learning</b>	To continue to offer options according to student choice	Provision of teachers and resources	Percentage of students in first year (2017-18) who got all their options	Principal/Deputy Principal/Guidance Counsellor	To be completed by start of school year 2017-18
	To offer a greater variety of Leaving Certificate subjects in order to support the diverse abilities of our student cohort and to widen their progression opportunities	Provision of teachers and resources	Increased number of subjects offered	Principal/Deputy Principal	To be completed by start of school year 2017-18
	To continue to promote the LCVP programme and the new Leaving Certificate subjects, Music and Physics	Provision of teachers and resources	Student uptake to grow	Principal/Deputy Principal/Programme Coordinator/subject teachers	On-going
	To offer the option of Politics and Society	Provision of teacher and resources	That it is offered	Principal/Deputy Principal	2016-17 school year
	To implement methodologies focused on in the TL21 programme and the new Junior Certificate in-service	CPD – both subject and School-based		Teachers under direction of Principal and Deputy Principal	2016-17 school year
<b>Attendance</b>	To increase attendance of fifth year students (2016-17) by 2 % by the end of the current Deis Plan (August 2018)	Attendance Monitor Text message to parents Awards Vsware		Management/ DEIS team/Attendance Monitor	Current DEIS Plan

	<b>Improvement Targets</b>	<b>Required Actions</b>	<b>Success Criteria / Measurable Outcomes</b>	<b>Persons Responsible</b>	<b>Timeframe for Actions</b>
	To increase full day attendance of junior cycle students by 1 %	Attendance Monitor Text message to parents Awards Vsware	Attendance monitored	Management/Policy steering committee/ DEIS team/Attendance monitor/SCP Coordinator and all staff and teachers	Current DEIS Plan
<b>Literacy</b>	That those students who commenced first year in the year 2015 will have made an average percentile improvement in Reading Ability per annum.	Subject departments in collaboration with whole-staff to implement strategies to improve literacy particularly of identified students in own subject area	Improved results on standardised/non-standardised testing  Reading test score improved	All teachers directed by the principal	By April/May
	That the majority of students will have an in-depth understanding of key vocabulary/terminology in all subjects in order to access the junior cycle curriculum.	Each teacher will commit to the usage and testing of words e.g. in keyword notebooks	Subject word-reading test score improved	All teachers directed by the principal	September/December
	To promote interest in reading throughout the school.	Book-in-bag	Improved reading age of weaker pupils and improved attitude towards reading as evidenced by students	All teachers directed by the principal and JCSP coordinator	Throughout school year
<b>Monitor and Review</b>	Targets and actions to be reviewed in full by the principal and staff at the end of the school year 2016-2017 and after Junior Cert results are known, where necessary.				

