

Coláiste Phobail Leamhcáin
Lucan Community College



etb

Bord Oideachais agus Oiliúna
Átha Cliath agus Dhún Laoghaire
Dublin and Dún Laoghaire
Education and Training Board

Lucan Community College
Esker Drive, Lucan, Co Dublin
School Roll Number: 70080T

School Self-Evaluation Report

Evaluation period: *September 2022 to June 2023*

Report issue date: Feb 2024 (deferred from June 2023)

Approved by Board of Management: _____

Signed: _____ Date: _____

Board of Management Chairperson



Lucan Community College Self-Evaluation Report 2022/2023

1. Introduction

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

In the 2022/2023 school year, our school continued with our plan and priorities for SSE in the following ways:

- Use the SSE process to identify and reflect on the impact of COVID-19 on the educational experiences and outcomes for our students, the impact of their wellbeing, motivation to learn and their engagement in learning.
- Using the SSE process to continue to address the challenges that have arisen in the pandemic context. This included addressing the needs of students whose learning was particularly impacted during the pandemic and the supporting of the wellbeing of children and young people.
- Discuss and debate a number of areas of focus for SSE and agree a new focus for SSE
- Allowing time for the Teaching and Learning groups to work towards the targets set out in the school's chosen focus.
- Continued to address other areas identified as a priority in accordance with our school context and the needs of the children and young people in our school. (Digital Learning for both students and staff).
- We used the SSE process to introduce and embed on our Patrons' Ethos.

1.1 Outcomes of our last improvement plan from September 2021 to June 2022

- Continued to develop the teaching & learning focus to improve student engagement in the classroom through subject defined improvement strategies in 2021/22
- Continued to develop subject department monitoring and assessment of their annual defined subject improvements.
- Increase in the number of teachers taking part in our collaborative Teaching & Learning groups.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching & learning during the period September 2022 to June 2023. Following discussion and debate we decided that our school focus for SSE would be:

Teachers identify and thoroughly prepare in advance resources, including digital resources, where relevant, tailored to match the specific learning intentions of each lesson, or series of lessons, and individual students' learning needs, interests and abilities.

(LAOS 2022: A Quality Framework for Post-Primary Schools Domain 3: Teachers' Individual Practice)

2. Findings

2.1 This is effective/very effective practice in our school

Teaching and Learning:

- a) Strong mutual respect continues to exist between staff and students;
- b) Staff continue to be very supportive and encouraging of students in their care;
- c) Teachers worked collaboratively within Teaching and Learning groups towards reaching the targets set out in the chosen focus. This included starting the process of gathering resources, including digital resources. Teachers focused on the learning outcomes and linked them to the learning intentions and shared resources and embedded them into a first-year plan. These Teaching and Learning groups accomplished a number of improvements and presented their learning at a staff meeting:
 - Global Citizenship: Teachers worked on a cross-curricular project which included a workshop, a field trip, a student action and a display of work.

- Universal Design for Learning: Teachers worked to incorporate UDL into learning outcomes/intentions and to make UDL friendly resources and have a shared resource bank with a view to improving learning experiences
- Approach to MFL and Gaeilge: Teachers continue to engage in regular professional dialogue and collaboration with a clear focus on teaching and learning e.g. speed dating oral language sessions;
- Information Literacy: Teachers continue to develop their digital literacy skills and use of Microsoft TEAMS.
- Approach to MFL and Gaeilge: Teachers continue to have high expectations for their students and students are encouraged to take subjects at the highest possible level for as long as possible.
- Magenta Principles: making resources including sequencing cheese production in Home Economics and reducing the founding story of Islam to six words and then arranging them in the correct order.

Literacy and Numeracy:

- a) Continued strong support among staff for initiatives such as: Drop Everything and Read, Reading Week and Word of the Week with student teams leading activities.
- b) Increased use of timelines and interpretation of bar-charts to stress the use of Maths and science across other subject departments.
- c) Teachers worked towards the creation of resources to support the development of information literacy skills in students, in particular for assistance with CBAs as many of these now require research.

Ethos:

- a) Aontas is our school motto, and it means unity. This permeates all we do as a school community.
- b) The school Ethos team continued for a second year, and it liaised with DDLETB in incorporating Ethos as a strand of our school self-evaluation focussing on raising awareness of the Patron's Framework.

Wellbeing:

- a) A wellbeing initiative was launched for the entire school community – staff, students and parents, to bring fun and competitiveness to daily activities. Participation was encouraged by regular updates.
- b) Wellbeing week continued with a packed programme including a mini music performance, courtyard improvements, wellbeing sessions. Participation was encouraged through the continuation of a reward scheme for participation – stamped card.
- c) The importance of recognizing and promoting wellbeing beyond the designated week is emphasized. This included Arts Week, posters, workshops etc.

2.2 This is how we know

List the evidence- refer to students' dispositions, attainment, knowledge and skills.

Teaching and Learning:

- a) All teachers are involved in the 2022-2023 Teaching & Learning Initiatives. These teachers used Croke Park Hours to meet five times over the course of the year to engage in collaborative, professional dialogue with colleagues with a clear goal of *Teachers identify and thoroughly prepare in advance resources, including digital resources, where relevant, tailored to match the specific learning intentions of each lesson, or series of lessons, and individual students' learning needs, interests and abilities.*
- b) A Teaching and Learning presentation was given at the start of the year. Teachers had the opportunity to visit each Teaching and Learning group and decide which group they would join with a view to working towards the targets of the agreed SSE focus.
- c) The range of Teaching & Learning initiatives is maintained at 9 groups in 2022/2023;
- d) Teachers continue to use Microsoft Teams with continued support from Digital Leaders based on surveys to ascertain areas for improved IT skill requirement.

Literacy and Numeracy:

- a) Students engaged with Reading Week and Word of the Week competitions with certificates and gift vouchers presented

- b) A Book Club was re-established in the school. Students engaged in student-led lively discussion and offered differing perspectives on the books read.

Ethos:

- a) The Ethos committee took each of the ETBI values and made each a focal point throughout the year. This included a postcard initiative, poster competition, collection for Daffodil Day etc. The school took part in the ETBI competition and celebrated ETB day.

Wellbeing:

- a) The year concluded with a presentation of a compilation of comments, pictures, anecdotes, shoutouts etc. highlighting the year's experiences of Wellbeing in our school.

2.3 Specify the aspects of teaching and learning the school has identified.

This will be agreed and prioritised by teachers for further improvement at the beginning of the 2023/24 school year.

- (Teaching & Learning) Change the focus of the groups to more subject based and identify suitable resources to meet the needs of our students.
- (Teaching & Learning) Continue the work of our school Digital Leader group in building capacity in our teachers through our digital learning platform;
- (Teaching & Learning) Build leadership capacity among teachers by promoting engagement in CPD activities through in-school collaboration, through support programmes available with DDLETB and through national organisations.
- (Literacy) Improve student access and enjoyment of reading through Reading Week and to continue enhancing vocabulary initiatives such as "Word of the Week".
- (Numeracy) Increase student involvement through further promotion of our Maths Hub and increase student involvement of the lunchtime maths Hub and Maths Week.
- (Ethos) Continue to raise awareness of the ETBI Patrons' Framework on Ethos and to increase an awareness and understanding of care throughout our school community.

3. Our improvement plan (This will be agreed and prioritised by teachers for further improvement at the beginning of the 2023/24 school year)

Paul O'Sullivan
19/3/24