SSE Report / June 2017

* Systematic school self-evaluation was introduced in 2012/13 as a collaborative, reflective process of internal school review, focused on school improvement. Circular 0039/2012 required all schools to engage in the process, and set out its purpose and rationale. The circular made explicit reference to the application of the process to schools’ implementation of the National Literacy and Numeracy Strategy.
* The process of school self-evaluation places an emphasis on reflective enquiry leading to action planning for improvement that is informed by evidence gathered within each school’s unique context. In Moyderwell, our focus for Improvement during Cycle 1 (2012-2016) was on Literacy Comprehension and Numerical Problem-Solving as guided by our results in Standardized Testing compared to the national norms.
* In the next cycle of school self-evaluation (2016-2020), teaching and learning continues to be the focus. We continue the process of individual and collective inquiry to implement national initiatives and to identify and work on curriculum areas or aspects of own teaching and learning practices which require development and improvement. Our individual Plan & Progress Records accommodate this individual Reflective Practice in improving Teaching and Learning Outcomes. All Plan& Progress Records are shared on the Internal School Data Network for Peer to Peer Discussion and Evaluation as well as for Whole-School Tracking and Monitoring Purposes. schools
* In Moyderwell, we have begun to use the process to assist us in introducing and embedding the Primary Language Curriculum (PLC) on a phased basis for English and Irish, in accordance with the implementation plans for the PLC, outlined in Circular 0061/2015 in the Infant School. First and Second Classes will further this implementation in 2017-2018.

We refer to Circular 0061/2015 for specific requirements in implementing the PLC.. 2016-2020 PLC:

* Oral Irish/English Investigation year 2016/17
* Implementation year / Infants to Second / 2017/18
* Consolidation year 2018/19
* Review year 2019/20 PLC:
* Reading and writing Irish/English - Investigation year 2017/18
* Implementation year/ Infants to Second 2018/19
* Consolidation year 2019/20
* Implementation year/ All Three Strands/ Third to Sixth 2018/19

This will complement and build on the work already undertaken in relation to literacy in Cycle 1 of School Self-Evaluation as well as the learning from First Steps Reading, Writing and Oracy, in which the staff was trained. Specific Teaching of **Oracy, Vocabulary-Building**, Reading **Comprehension** with particular emphasis on the First Steps/Building Bridges Strategies, The Use of **Graded Readers**, **Writing Genre** Teaching & Learning, Spelling and Penmanship, Literacy Lift-Off and Reading Recovery will continue*.* ***Standardized Results in Total Reading for June 2017 indicate a continued increase from 17th to the 98th Percentile (well ahead of Normal distribution on the 17th to the 50th and the 85th to 98th Percentile Bands).***

* The continued meaningful focus on numeracy (Tables x6 to x9 in particular), numerical problem-solving strategies and Maths Recovery will be evident. Our standardized results in this curricular area show significant increase across the 51st to 98th Percentile Bands , with a corresponding reduction across the 3rd to 16th Percentile Band ***(well ahead of Normal distribution on 85th to 100th Percentile Bands).***
* Gaeilge ό Bhéil, and Material for Léitheoireacht Ghaeilge ***(WSE Recommendation)*** will continue to be focused.
* SPHE (Myself, Myself & Others, Myself and the Wider Community) will have an invigorated focus in 2017-2018. Emphasis on Well-Being, Resilience, Anti-Bullying, Personal Safety and Cyber-Safety will be significant, with whole-school renewed focus on The New Stay Safe Programme.
* A variety of Teaching and Learning Methodologies will continue to be engaged with, and Differentiation as a way to increase learner engagement with the curriculum will be Planned for by individual teachers on a fortnightly basis.

Schools in the DEIS programme, such as Moyderwell (Band B) are required to develop and implement three-year improvement plans as a condition of their participation in DEIS. These plans are the school’s improvement plan for the purposes of school self-evaluation, and no additional or separate improvement plan is required. Numeracy, Literacy, Attendance, Retention, Progression and Partnership with the Parents and Others has been planned for in the school DEIS Plan 2016-2019.

27/06/17