



OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN

Over the last academic year, the staff at Woodbrook College evaluated the teaching and learning in our school to find out what is going well.

Listed below are the key findings;

70% of the learning experiences / activities planned are good to excellent.

75% of the formative and summative assessment practices are good to excellent.

Most teachers incorporating a reward element to learning such as implementing merit system.

Use of interactive IT methods (e.g. kahoot and quizlet)

Use of worksheets to assist with summarising content and skills covered.

Some teachers provided own notes and questions to concisely summarise content and skills required.

School has been flexible and supportive to students' learning that are at risk of being disaffected or experiencing difficult situations.

Groupwork is a beneficial strategy as it gives students opportunity to consult with others particularly in higher order thinking problems.

Teachers' evaluation of Think-Pair-Share and Tri-pie group/pair work strategies;

85% implemented them,

77% agreed or strongly agreed that they improved learning in a topic,

85% agreed or strongly agreed that they improved key skills,

92% would sometimes, often or always continue to use them.

Woodbrook College took the approaches listed below to find out what we were doing well, and what we could do better:

- 1) Staff questionnaire was used to identifying focus and then review of subject teaching and learning plans.
- 2) Subject department representative meetings were held with subject department goals set.
- 3) Student focus group / 6th year exit interviews.
- 4) Evaluating group/pair work teaching practices of Think-Pair-Share and Tri-pie impact on students' learning

The targets below have been set to further develop teaching and learning at Woodbrook College:

Plan for and implement **group/pair work learning activities** in lessons so that 12 out of 14 subject departments at junior cycle and 8 out of 10 at senior cycle are consider good, very good or excellent.

Plan for and implement **differentiated learning activities** in lessons so that 10 out of 14 subject departments at junior cycle and 4 out of 10 at senior cycle are consider good, very good or excellent.

Continue to regularly implement **formative assessment** practices through;

sharing learning intentions,

providing **feedback** (written, verbal, peer) so that at 50% of students are clear on how they can improve.

Parents and guardians can help by:

Accessing and engaging with the subject specific feedback on the student reports.

Attending and having questions planned for the parent-teacher meetings

Regularly accessing teams to see that homework/assignments are set regularly and posted in a timely manner (before 3:45pm on the day it's assigned), and that your son/daughter are trying to complete it to the best of their ability.

Where applicable parents / guardians to keep in touch with subject teachers to seek feedback on the progress of their son / daughter when needed.

Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do.

School time and holidays

The Department requires all post-primary schools to have **167 school days** each year, and a **28-hour school week**.

This year we had 166 school days, from Aug 27th to June 3rd. Our school week is 28 hours.

The Department sets out a **standardised school year and school holidays**.

This year we took all our school holidays within the permitted time. YES

The Department sets out arrangements for **parent/teacher meetings and staff meetings**.

This year we had 5 parent/teacher meetings and 6 staff meetings, all in line with the Department's regulations.

Looking after the children in our school

The Department requires schools to follow the *Child Protection Procedures* it has set down.

Our board of management has agreed in writing to do this. YES

All teachers know about the *Procedures* and we have told

all parents about them and how we follow them. YES

Our Designated Liaison Person (DLP) is Henry Hurley and our Deputy DLP is Paul Murphy.

Enrolment and attendance

The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.

We have an admissions policy and it is published. YES

We reviewed (and updated) our admissions policy on: [Sept 2021]

We keep accurate attendance records and report them as required. YES

We encourage high attendance in the following ways: Regularly rewarding students with high attendance and meet goals.

This is how you can help: Encouraging your son / daughter to attend school as often as possible and highlighting the social and academic, personal, and social benefits of regular attendance.

Positive behaviour for a happy school

The Department requires schools to have a code of behaviour and asks us to consult parents and students about it. We do this. YES

Our code of behaviour describes and supports positive behaviour. YES

We have a very clear and high-profile anti-bullying policy in our school. YES