HAZELWOOD COLLEGE

DROMCOLLOGHER, CO. LIMERICK

SCHOOL ROLL NUMBER: 71850B

School Improvement Plan

Literacy 2014 - 2017

Evaluation period: February to May 2014

Plan issue date: September 2014

**1. Introduction**

**1.1 The focus of the evaluation**

As part of our ongoing work in the school, we conducted a school self-evaluation of teaching and learning this year. We evaluated Literacy (L1 English). For more information on how the evaluation took place, please see our School Self-Evaluation Report which is available on our school website. www.hazelc.ie

This school improvement plan sets out the actions that we will undertake in the school over the next three years in Literacy. The main purpose of these actions is to improve our students’ learning.

2. **Summary of school self-evaluation findings**

Following the school self-evaluation process the school was judged as having significant strengths on the quality continuum.

2.1 **Our school has strengths in the following areas:**

**Strengths**

• Students are happy to engage with teachers in their learning. They are happy at Hazelwood College and feel they are making progress.

• Parents are also happy with the progress that their children are making.

• Inspectors from the Department of Education and Skills say that teaching and learning in the school is predominantly very good.

• Teachers and students are increasingly aware of the importance of literacy in teaching and learning across all subject areas.

• Some students engage confidently in speaking and listening activities.

• Some First year students come to us with reading levels which are much better than their peers in other schools across the country.

• Teachers provide many opportunities for students to write during school.

We know this because we consulted with students, parents and teachers. We also examined test results and other information in the school.

2.2 **Our school has decided to prioritise the following areas of development**:

**Areas for development**

• Active participation and engagement by all students in speaking and listening activities across the curriculum.

• Teachers to insist that students use fully developed sentences in response to oral questioning.

• Increasing and enhancing the range of reading opportunities provided to students across the curriculum.

• Students’ self-editing their own written work.

• Providing teachers with opportunities to share good practice in teaching literacy across the curriculum.

**We have decided to prioritise these areas because:**

• When placed in groups talking about what they are reading 79% of First year students (2013/2014) told us that they either almost never or only sometimes talk about their ideas.

• Teachers recognise that many students very often respond in single sentences without forming full sentences to oral questioning.

• 63% of students like to read sometimes or often.

• Only 34% of students told us that they almost always check their written work (structure – beginning, middle, conclusion; and connections between sentences and paragraphs) once they have completed a task. Only 20% almost always double-check spellings.

2.3 Our school has set the following targets for improvement which are related to pupils’ achievement and has identified the following actions which will help in achieving those targets over the next three years.

**Targets for Improvement**

1. To decrease the number of students who rarely or sometimes talk about their work or ideas with others when placed in groups from 79% in March 2014 to 50% in March 2017.

2. To increase the number of students who read sometimes or often from 63% in March 2014 to 70% in March 2017.

3. To increase the number of students who self-edit their written work from 34% in March 2014 to 50% in March 2017.

**Actions to achieve these targets**

• Teachers to share examples of good literacy teaching practice at department meetings.

• Teachers to monitor students’ answers.

• All First and Second year students to carry a ‘book’ in their school bag.

• Subject departments to create their own subject libraries.

• All subject departments to contribute spellings for a First year spelling list.

• The English department to organise The Reading Challenge and Word Millionaire.

• Teachers to teach students how to self-edit their written work in each subject area.

**As a parent you can help us by:**

• Helping your child to express his/her thoughts and opinions in full sentences.

• Encouraging your child to participate fully in group activities.

• Ensure that your child always has a ‘book’ in his/her bag to encourage reading for pleasure.

• Help your child to learn spellings from the First year spelling list.

**2.4 We know we will have achieved our targets when:**

• More students tell us that they participate fully by sharing their thoughts and ideas when participating in group activities.

• Students can borrow ‘books’ from different subjects and not just from their English teachers.

• First year students are spelling and correctly using important spellings from their subject spelling list.

• Students have participated in either The Reading Challenge or Word Millionaire.

• More students show us that they are able to self-edit their written work.