



Clonakilty Community College
Colaiste Phobail Chloch na gCoillte
70950A

SCHOOL IMPROVEMENT PLAN

For School Community

EVALUATION PERIOD: May 2013 TO April 2014

REPORT ISSUE DATE: May 2014

Introduction:

Clonakilty Community College is a co-educational multi-denominational post-primary school under the joint patronage of Cork Education and Training Board, CETB, and the Diocese of Cork. Established in 1980, the school now comprises a mainstream post-primary school, an Aonad Lán Ghaelach (an All-Irish unit), a Mixed Class programme, (Rang Phádraig), an ASD programme (Rang Saoirse) and a Further Education College, giving it a total student population of 600. The college had a WSE-MLL in March 2012 from which we devised a three year plan to follow up on report recommendations. A voluntary staff representative sub group on Literacy was set up out of this process in May 2012 with a focus group for SSE set up from this sub group in term one 2013. Evidence was gathered from a variety of sources.

1.1 The focus of the evaluation:

A college self-evaluation of Teaching and Learning was carried out in term 1 of 2013 in literacy. Our sample group - first year 2013 - was chosen as the target group. For more information on how the evaluation took place, please see our School Self-Evaluation Report which is available on www.clonakiltycc.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. This is a report on the findings of the evaluation.

2. Summary of school self-evaluation findings

2.1 Our school has strengths in the following areas:

- Parents surveyed agree that teaching is good in our school.
- Students demonstrated good levels of learning and understanding.
- 85% of students in their free writing incoming assessment scored grade C or higher.
- A Literacy staff representative sub group was formed in May 2012 who began the process of formulating a literacy Action Plan.
- Pupils and Parents surveyed agree that they are getting on with their school work and that teachers encourage them to work to the best of their ability. 74% of pupils surveyed agree that teachers tell them how to improve.
- Pupils surveyed say that teachers listen to them and take notice of what pupils say.

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

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

- Discuss support for literacy at whole-staff level
- Develop a Subject specific Literacy Plan
- Develop a school wide subject print rich environment by making Key words/new vocabulary more visible with a view to integrating into the student's own vocabulary.

We have decided to prioritise these areas because of evidence gathered from WSE-MLL 2012, Subject Inspections, Incidental Inspections DES requirements with respect to Literacy.

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.

TARGET	ACTION
To increase student focus on literacy from some subjects to all subjects.	Establish a Literacy Core Team. Provide CPD in Literacy to all staff. Pilot strategies for promotion of Literacy. Identify the top two strategies.

	Apply the strategies across all subjects.
To increase student vocabulary	Create a subject specific Literacy Plan. Get all pupils in the target group to use a common literacy strategy
.To increase student's ability to use key words	To create a Word rich environment across all subjects

As a parent you can help us by:

- Being aware of our Literacy plan to promote pupil Literacy.
- By using Mind Maps and Morphemic Analysis (the two chosen strategies) with your child as he/she does his/her homework.

2.4 We know we will have achieved our targets in our focus group when:

- Student focus on literacy increases from some subjects to all subjects.
- Student's word rich environment and students visual classroom displays are evident in all subjects.
- Key Words are integrated into the student's own vocabulary.
- Our students' learning has improved.

Ar scáth a chéile a mhairimid