

# School Improvement Plan



**Good Counsel College**

**New Ross**

## **Literacy 2014/2015**

*The focus of our evaluation is to identify and assess areas of literacy in need of improvement thereby developing practical, implementable and effective whole-school strategies which will enhance our students overall proficiency in areas of literacy as identified by the data.*

**January  
2015**

# INTRODUCTION

## SUMMARY OF OUR MAIN STRENGTHS

- i. There is awareness of literacy development amongst staff and they see themselves as having a role to play in developing literacy skills.
- ii. Teachers, wherever possible, use concrete materials or link problems to real life.
- iii. A dedicated staff that is willing to engage with programmes in order to enhance student literacy and professional development in the area.
- iv. Parents are actively involved in valuing and supporting their son's literacy skills and reading.
- v. Our cohort of first year students' literacy standards correlate positively with the CAT norms.
- vi. Strong tradition and culture of cross-curricular activities in GCC.
- vii. A very effective Learning Support Department and the use of the FastForWord Programme.

## SUMMARY OF THE AREAS PRIORITISED FOR IMPROVEMENT

- i. The continued development of common teaching strategy to promoting Literacy supported by SNIP.
- ii. The continuous development of a Literacy rich environment.
- iii. Embedding a culture of 'Literacy confidence' in GCC.
- iv. Increasing further the up-take of higher level English both at junior and senior cycle where appropriate to individual student abilities.
- v. Develop awareness around Literacy life skills (Basic Literacy) and the role of all stakeholders in nurturing those skills through the development of a literacy committee and staff led literacy foci.
- vi. The promotion of the Student Journal as a focal point for developing and implementing our Literacy strategy. Encourage the use of the Student Journal as a tool in developing Assessment for Learning strategies around Literacy.

# Target 1 Proportion taking Higher Level English at Junior Cert



Improvement Targets	Required Actions	Persons responsible	Success Criteria / Measurable Outcomes	Timeframe for Actions
<b>To increase the proportion of students taking higher level English at Junior Certificate from 82% to 85% by 2016.</b>	1. Higher Level English is the default level for all 1 <sup>st</sup> years in a mixed ability setting.	<ul style="list-style-type: none"> <li>English department</li> <li>Senior management</li> </ul>	<ul style="list-style-type: none"> <li>Expectations are clearly set out for students in 1<sup>st</sup> Year.</li> <li>Parents are informed of this policy.</li> </ul>	<ul style="list-style-type: none"> <li>Over a 2 year period</li> <li>Meetings with incoming 1<sup>st</sup> years and Open nights</li> </ul>
	2. Involve parents more in setting higher targets for their children; <ul style="list-style-type: none"> <li>a. Study Skills Seminars students &amp; parents.</li> <li>b. Standard form and procedure for changing levels.</li> </ul>	<ul style="list-style-type: none"> <li>Guidance Counsellor Principal/Deputy</li> <li>English department Principal/Deputy</li> <li>Guidance Counsellor</li> <li>Parents Council</li> </ul>	<ul style="list-style-type: none"> <li>Organise Study skills with assistance of year head</li> <li>Standard form in journal for students changing levels, provide qualitative and quantitative data.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 of 2<sup>nd</sup> year</li> <li>Immediately in Student Journal</li> </ul>
	3. Helping students to understand at the earliest point the significant difference between values attributed to higher and ordinary level grades	<ul style="list-style-type: none"> <li>Whole College</li> <li>Guidance Counsellor</li> <li>Student Journal</li> </ul>	<ul style="list-style-type: none"> <li>Noticeboards &amp; Assemblies</li> <li>Guidance Services</li> <li>Table in student Journal.</li> <li>Parents are signing Journal</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> <li>On-going</li> <li>Immediately in Student Journal</li> </ul>

**Our Strategies**

**Whole school or Individual?**

**How will we know it worked?**

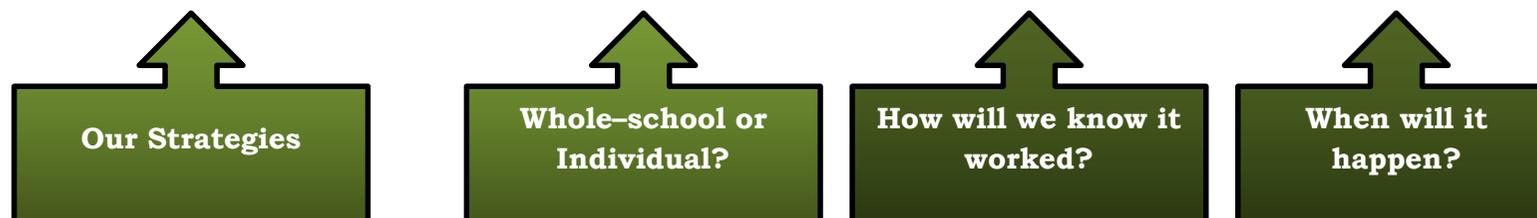
**When will it happen?**

## Target 2

## SNIP Literacy Programme



Improvement Targets	Required Actions	Persons responsible	Success Criteria / Measurable Outcomes	Timeframe for Actions
<b>To improve reading ages of the 2014/15 1<sup>st</sup> year cohorts by 1 month or more by the end of SNIP 2 and a further month or more by the end of SNIP3.</b>	Introduce the SNIP Literacy Programme to all first year students for 8 weeks at the beginning of Term 1, followed by SNIP2 for a further 8 weeks.	<ul style="list-style-type: none"> <li>Literacy Link person</li> <li>Students</li> <li>All Teachers</li> <li>Senior Management</li> </ul>	Students are reflecting on their reading and evidential improvement, this giving confidence to all students.	<ul style="list-style-type: none"> <li>September to December 2014.</li> </ul>
	Staff to develop subject specific 'SNIP Like', resource pack for use in Term 3.	<ul style="list-style-type: none"> <li>Literacy Link person</li> <li>All Teachers</li> <li>Senior Management</li> </ul>	Staff develop a practical literacy tool for use in their classroom/subject area.	<ul style="list-style-type: none"> <li>Developed in December 14</li> <li>Used throughout Term 3.</li> </ul>
	Re- Assessment and publication of reading ages, to individual students and whole staff.	<ul style="list-style-type: none"> <li>Guidance Counsellor</li> <li>Literacy Link Person</li> </ul>	<ul style="list-style-type: none"> <li>Students see improvement in their reading ages.</li> <li>Staff see students actively engaging with literacy materials in class.</li> </ul>	<ul style="list-style-type: none"> <li>Re- assess in December 2014</li> <li>Throughout the year.</li> </ul>



# Target 3

# Reading & Library use



Improvement Targets	Required Actions	Persons responsible	Success Criteria / Measurable Outcomes	Timeframe for Actions
<p><b>To increase the percentage of 1<sup>st</sup> year students who indicated they access books from the school library from 5% to 25%</b></p>	<ul style="list-style-type: none"> <li>Introduce all 1<sup>st</sup> year students to the School Library and the variety of books available.</li> <li>Demonstrate the use of the 'Reading Log' in Student Journals.</li> </ul>	<ul style="list-style-type: none"> <li>Class Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Students have visited the Library and borrowed one book minimum.</li> <li>Students are recording their reading in the 'Reading Log' in their Journal.</li> </ul>	<ul style="list-style-type: none"> <li>On-going throughout the year</li> </ul>
	<p>Increase the choice of books available to students in the Library as reflected in the Student Surveys.</p>	<ul style="list-style-type: none"> <li>Classroom Teacher</li> <li>Parents Council</li> <li>Students</li> <li>Principal</li> </ul>	<p>The stock of Library books in the school has increased.</p>	<p>Throughout the year</p>
	<p>Staff/ Students/Past Pupils to create a bookmark of their 3 favourite books. Each student can select a relevant bookmark.</p>	<ul style="list-style-type: none"> <li>Whole school.</li> </ul>	<p>Students read the books listed on their chosen bookmark.</p>	<p>January to June 2014.</p>
	<p>Update the schools twitter account with regular recommendations for Junior and Senior students.</p>	<ul style="list-style-type: none"> <li>English Teachers</li> <li>Principal/Deputy Principal</li> </ul>	<p>Students read the books recommended</p>	<p>January to June 2014.</p>

**Our Strategies**

**Whole-school or Individual?**

**How will we know it worked?**

**When will it happen?**

# Target 4

# Oral Literacy



Improvement Targets	Required Actions	Persons responsible	Success Criteria / Measurable Outcomes	Timeframe for Actions
<p>Students will be given an opportunity to articulate their views in a range of contexts across all subject areas in a 'Speaking and Listening' week where oral presentations, discussion and debate are utilised.</p>	<ul style="list-style-type: none"> <li>Plan assignments and classes with a specific focus on oral forms of communication.</li> <li>Teachers to advise and help students prepare for Oral presentations</li> <li>Students to plan, prepare and present information in oral format.</li> </ul>	<ul style="list-style-type: none"> <li>All students and teachers</li> </ul>	<p>Students engage with and gain confidence in presenting information orally.</p>	<ul style="list-style-type: none"> <li>Week leading into mid-term breaks</li> </ul>



## Monitoring & Review

These strategies will be monitored and reviewed on an annual basis in order to assess;

1. The appropriateness of the targets set.
2. The level of engagement of those with specific responsibility as outlined above.
3. Improvements in the levels of literacy in the key areas identified;

## Ratification by the BOM.

This SIP was considered and ratified by the BOM in January 12<sup>th</sup> 2014.

## Publishing

It has been agreed that the SSE and the SIP will be made available in an agreed report format on the Colleges website, [www.goodcounselcollege.ie](http://www.goodcounselcollege.ie)

## Further Information

Further information may be obtained by contacting

**Post:** The Principal  
Good Counsel College  
New Ross  
Co Wexford

**Phone:** 051 421182

**E-mail:** [mark.obrien@goodcounselcollege.ie](mailto:mark.obrien@goodcounselcollege.ie)