



St. Kevin's College

Ballygall Road East, Dublin 11

ST KEVIN'S COLLEGE
BALLYGALL ROAD EAST
DUBLIN 11
SCHOOL ROLL NUMBER: 60581M

School Self-Evaluation Report

Literacy

Evaluation period: **Sep 2013- May 2014**

Report issue date:

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in St Kevin's College was undertaken during the period September 2013 to June 14. During the evaluation, teaching and learning in the following subjects and programmes were evaluated:

- Literacy

This is a report on the findings of the evaluation.

1.2 School context

St Kevin's College is an all-boys voluntary secondary school under the patronage of the Edmund Rice Schools Trust. We currently have an enrolment of 525 students and are Designated DEIS 2 by the Department of Education and Skills. St Kevin's College offers Junior Certificate and Leaving Certificate programmes and also the Leaving Certificate Vocational Programme (LCVP) and Leaving Certificate Applied (LCA). An optional Transition Year programme is also offered. All of our classes are offered in a mixed ability setting with some higher level and ordinary level banding introduced in 2nd year.

2. The findings

Indicate the quality of practice in relation to the evaluation sub-themes below with reference to the particular areas evaluated:

- Literacy

Learner Outcomes

- Over 50 % of students report that they had read <2 books at home over the previous 12 months
- 31 % of the current 2nd Year Group had a reading age equal to or less than 11 in first year
- In the Kirkland Rowell survey Literacy across the curriculum was identified as an area in need of improvement
- In 2013 survey very mixed results regarding students' ability to skim, scan and summarise texts (suggests teachers did not understand question. For instance, half of teachers said students could summarise while the other half disagreed)

Learner Experiences

- 67 % of 2nd Year students enjoy reading (15 % of year often read for pleasure at home)
- 33% of 2nd Year students do not enjoy reading (51 % of year never or hardly ever read for pleasure at home)
- 32 % of 2nd year have read one book or less over the last 12 months
- 29 % have read 2 books over the past 12 months
- 5.8 % have read 3 books over the past 12 months
- 33 % of 2nd Year have read 4 books or more over the past 12 months
- 56 % of 1st Year students enjoy reading for pleasure (17 % of year often read for pleasure at home)
- 44 % of 1st Year students do not enjoy reading for pleasure (36 % of year never or hardly ever read for pleasure at home)
- 10 % of 1st year have read one book or less over the last 12 months
- 19 % have read 2 books over the past 12 months
- 25 % have read 3 books over the past 12 months
- 45 % of 1st Year have read 4 books or more over the past 12 months

- Library was not extensive enough (Kirkland Rowell Survey)

Teacher Practices

- Reading comprehension skills were not explicitly taught or modelled (2013 survey)
- Not enough teachers have been implementing Active Reading Comprehension strategies in spite of initiative
- Teachers need to become model readers

3. Progress made on previously-identified targets improvement targets

During a review of the Literacy targets in the DEIS plan the following was identified:

- The targets written in the DEIS plan for Literacy were not SMART. The Literacy team reported that the targets in general were actually actions and as such were not measureable.
- The Literacy team sought guidance on the writing of SMART targets in order to remedy this moving forward.
- The monitoring & evaluation of targets in the DEIS plan proved difficult due to the fact that targets were not measureable. However it was noted that as actions, they were actually happening, this was a level of success.
- Many of the actions in the plan for literacy have been carried out. However it was very difficult to measure their impact on literacy due to the targets not being SMART.

4. Summary of school self-evaluation findings

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

- Parents feel the school supports the literacy needs of the students (Kirkland Rowel)
- Teachers felt that students have the skills to write a competent essay (2013 survey)
- A significant proportion of second year students enjoy reading

4.2 The following areas **are prioritised for improvement:**

- More time and effort needs to be invested in ensuring teachers are implementing comprehension strategies on a whole school basis
- Attitudes to reading for pleasure need to be improved for target groups in both 1st Year (44 % do not like reading) and 2nd Year (33 % do not like reading)
- There are many students who say they enjoy reading for pleasure but who do not however read independently
- In addition, many students are not reading a large enough quantity books independently in order for any real impact to be made on literacy levels

4.3 The following legislative and regulatory requirements need to be addressed.

-