

Literacy & SSE Action Plan

Ballinrobe Community School

September 2015

Planned Review Date: _____

Members of Teaching and Learning Team:

Name:	Subject /Programme Area:
Karena Quinn	Home Economics / Learning Support
Eoin Murphy	Science
Laura Flannery	English
Lisa Staunton	English / Geography
Ann Heneghan	German
Liz Kelleher	Learning Support / Business
Martin Gavin	Woodwork
Imelda Flynn	History
Michelle Walsh	Irish

School Self-Evaluation Findings:

Learner Findings / Student Survey Findings

The three things they most agreed with:

1. Students like to choose what they can read
2. Students like to read aloud in class
3. Students like when the teacher explains what they are going to read before they start

Student suggestions to promote reading:

- Bring in a book that they like to read and have a reading class once a week
- More frequent access to the school library
- More class time dedicated to reading aloud by the students

Statistical Analysis

1. Reading

- Student literacy questionnaire results show that only 23 % of students say that they enjoy reading very much
- 29 % of students say that they like reading quite a lot
- 9 % do not like reading at all
- 54 % of the students surveyed spent less than one hour reading per week in their own time

2. Class room activities

- Results show that over 75 % of students feel happy with the opportunities provided in class for all students to ask questions
- Over 80% of students feel that their writing is good or better
- 41 % believe they are competent with digital research and 35 % believe they can make it their own
- 77 % believe they can use computers appropriately and responsibly
- 81% of students have unsupervised access to the internet

Staff Survey Findings

The three things they most agreed with

1. 96 % of staff felt their questioning is generally clear and involves higher and lower order questions
2. 92% feel they provide students with adequate feedback and feel they explain concepts clearly to students in class
3. 88% feel they are happy with their schools strategy and literacy policy within their own subject

Statistical Analysis

1. Oral abilities of students

- 48% of staff feel that students do not contribute effectively to discussions
- 68% feel that students cannot present information orally in an effective way
- 76% feel that students cannot discuss similarities and differences between texts

Staff Comments on oral language

- Very limited vocabulary
- A significant number are unable to express themselves in a satisfactory manner

2. Written abilities

- 64% of staff feel that students are quite poor at summarising ideas effectively through written work
- 84 % of staff felt that student did not display a good demand of grammar

3. Reading abilities

- A significant number of staff felt that student reading skills are getting weaker
- Many staff commented on the link between poor literacy and behaviour issues
- Some staff commented on students difficulties with reading questions properly
- Some teachers felt there was a lack of parental involvement in reading outside of school time

Summary of School Self-Evaluation Findings:

Our School has strengths in the following areas in relation to Literacy:

- Subject Departments have “Literacy Policies” within their subject plans
- A Keyword Strategy has been introduced and implemented across the school
- Teachers have resources available re. keywords strategy to deliver it effectively and there is general willingness amongst staff
- Teachers felt happy with their strategies on literacy in their department and felt questioning in class was very good
- Students feel happy / confident about reading aloud in class and the opportunities provided in class to ask questions

Areas for Improvement in Order of Priority:

- Development of Literacy with a particular emphasis on fostering a love of reading amongst students
- Increased Expectations and standards needed in terms of structure and development of student answering – in written exercises – in order to improve written abilities of students
- Improved work in area of literacy with learning resource students

Targets for the Academic Year 2015-2016:

- (i) To increase the % of students who enjoy reading very much / read for leisure from 23% in September 2015 to 46% by September 2016
- (ii) To increase expectations in students use of the written word – focusing on spelling and grammar and punctuation, vocabulary and development of answers
- (iii) To improve literacy strategies used with ALN students

Target	Action/Task	When	By Whom	Resources	Success Criteria	Review Date
(i) To increase the % of students who enjoy reading very much / read for leisure from 23% in September 2015 to 46% by September 2016	Letters to parents –to try encourage reading at home	November 2015	Principal			May 2016
	Drop Everything and Read – book in bag	October 2015	Whole School Staff			
	Students to read aloud more in class	December 2015	Whole School Staff			
	Readaton Initiatives – promotion around school	October 2015	English teachers			
	Spelling Bee Competition	October 2015	Whole School Staff			
	Library – reopen, promote	April/May 2016	Literacy Committee			
		January 2016	Whole School Staff			
	Supervised classes – reading classes	December 2015				
(ii) To increase expectations in students written work – focusing on spelling, grammar and punctuation, vocabulary and dev. of answers	<ul style="list-style-type: none"> Weekly Spelling Tests 	January 2016	Introduce to whole school staff in December 2015			
	<ul style="list-style-type: none"> Copies to be monitored by teachers – work on presentation 	January 2016				
	<ul style="list-style-type: none"> More focus on examination language 	January 2016	Introduce to whole school staff in December 2015			
	<ul style="list-style-type: none"> Improvement of hand-writing 	January 2016				

<p>(iii) To improve literacy strategies used with ALN students</p>	<ul style="list-style-type: none"> • Create a SNIP literacy programme for junior students under each subject area – taking 5 subjects on an initial pilot basis • Include this in our bank of ALN resources – available to all learning support teachers 	<p>October – December 2015</p> <p>March / April 2016</p>	<p>TY IT class – Liz Kelleher</p> <p>Liz – Learning Support Team</p>			
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