

FINGAL COMMUNITY COLLEGE
SEATOWN ROAD, SWORDS, CO. DUBLIN
SCHOOL ROLL NUMBER: 70121H

School Self-Evaluation Report for School Community
SUMMARY

Evaluation Period: 09/2013 to 05/2014

Report Issue Date: **27th May 2014**

Introduction

1.1 Focus of the Evaluation

A school self-evaluation of teaching and learning was undertaken in Fingal Community College during the academic year **2013/2014** (the period from **September 2013** to **May 2014**). **Oral literacy** in learners' first language (hereafter, **L1**) was the primary focus of this process of self-evaluation.

The **Literacy Team** (hereafter, **LT**) of Fingal Community College devised an initiative (*Operation Oracy*) that was designed to assist learners in developing research and presentation skills across the curriculum by allowing them to complete projects in subjects of their choice. The **LT** wanted to develop a model of **assessment for learning** within our school context that could be cultivated over the next three years as part of our literacy strategy.

1.2 School context

Fingal Community College is a co-educational college of the Dublin and Dun Laoghaire ETB. It has 535 students and 43 teachers. We have a full range of programmes operating in the school to include Junior Certificate, Transition year, Leaving Certificate (Established), LCVP and Leaving Certificate Applied. There is a strong culture of innovation and CPD among the staff. ICT is integrated into our teaching across all subject areas. Microsoft 365 has recently been introduced and is being rolled out to students and families in our school community.

2. Findings

Our findings are grounded in anecdotal evidence gathered through informal consultation with teaching staff, learners and other relevant stakeholders. Teaching staff initially indicated that oral literacy skills were minimal – if not totally absent – in the vast majority of learners. The **LT** devised the abovementioned initiative *Operation Oracy* in order to address this skills deficit.

2.2 Operation Oracy: Outcomes

The initiative gleaned interesting results. Learners were assessed according to the following criteria: audibility, pace, fluency, tone and energy, eye contact, body language, subject appropriateness, structure of presentation and use of visual aids.

4.1 Our school has strengths in the following areas:

- Teaching staff were willing to contribute to the initiative in a range of ways. These included: sharing professional best practice, collaborative teaching, and enthusiastically promoting the initiative, thereby maintaining momentum over the year.
- The Senior Management Team facilitated the **LT** in their work by making the required time and resources available as well as offering unalloyed support and guidance.
- The relationships between learners and teachers were improved by participation in the initiative.
- Our learners showed a great willingness to embark upon new challenges with some aplomb.
- The parents and guardians of our learners volubly supported the initiative from and in the home.

4.2 The following areas are prioritised for improvement:

- Pop-up workshops for the teaching of oral literacy skills provided and facilitated by members of the **LT** are to be introduced for the teaching staff from September 2014.
- Interest in *Operation Oracy* by other learners will be generated by means of an awareness campaign that will portray participation in the initiative as aspirational.
- The ICT team will facilitate learners in the acquisition of digital literacy skills to complement and supplement their oral literacy skills.
- The *Operation Oracy* initiative will be expanded to incorporate all of second year.