

Stratford College School

Self-Evaluation Report and Improvement Plan, 2023-2024

Theme: 'Disconnect to Reconnect:

**A whole school approach to
sleep hygiene and behaviour**



all students, all teachers, all classes'

**address the link between social media,
for learning.**

In the last academic year August 2022- June 2023, we looked at teaching and learning in our school to find out what we are doing well and what areas need improvement.

This is what we discovered:

- **The provision of quality active teaching & learning methodologies and assessment practices:** the number of teachers implementing active methodologies into every one-hour class has increased steadily with Continuous Professional Training in Magenta Principles, Deputy Principal led Teach-Meets and sharing of pedagogy amongst staff and through subject associations since return to school post Covid. Focus Groups of Student Council and small student groups in each year group reported various types of opportunities to work with others and actively in group settings for the most part.

- **The behavioural needs of students are supported** with the Student Support Team: Teachers' identification of students in need of additional support with Behaviour for Learning led to the creation of a new appointment on the staff in 2023 to support students with behavioural challenges.
- **Student Wellbeing is affected by poor sleep hygiene and social media:** The real impact of social media and sleep hygiene on Behaviour for Learning was identified in surveys in February and May 2023 conducted by the Wellbeing Team. Students had identified these areas in May 2022 in a Wellbeing Survey.

In February 2023 a *Student Wellbeing Survey on Sleep and social media (114 / 170 students responded to this survey)* reported some of the following data:

20% of students going to bed between 12-3am; 40% reported sleeping for only 5-7 hours; 32% of students reported feeling sleep deprived regularly in classes. 63% of students reported that parents do not take their devices away at night (phones, laptop, X- box, computer and games) and 90% said that the internet/WI FI is not turned off at night.

In a Parents' Survey (107 parents responded, also in February 2023)

89% said they would be willing to take their child's device each school night; 85% agreed that they encourage a good routine; 71% remind their children of the importance of a goodnight's sleep; 44% reported taking devices away at night and 48% are strict about bedtime. Some of these parents would welcome school and Parents' Association support with practical advice on settings and controls and to reinforce the message that sleep, and social media are stressors on student wellbeing and behaviour for learning.

In a teachers' Survey on Behaviour for Learning (May 2023)

30% of teachers surveyed agree that students arrive on time for school; 23% of teachers agree that students are organised with materials for school (books, pens, copies etc) and that 40% of students work with constant attention. Some teachers reported how most students are 'respectful, motivated and interested' in learning and some reported the behaviour of some of the First-Year cohort of 2022-23 as concerning. This survey highlighted the need for greater academic engagement and adherence to school rules

National Findings

Our findings that most students feel that social media and overuse of phones affects their ability to learn, and their mental health reflects the evidence of National Surveys. For example, *Study Clix* and *The Irish Times* reported in May 2023 that social media and mobile phones had an impact on teenagers. Phone-Away Boxes for Junior Year groups installed in August 2022.

3rd Year Parent-Teacher Meeting Survey October 2023

(17 parents responded to the survey) - 94% of parents encourage a good home-school routine; 19% are strict about bedtime; 18% take devices away but 100% are willing to take devices away if it's a whole school Wellbeing initiative approach. Respondents suggested: Increased awareness of limiting the use of phones, encourage more time away from devices;' Many parents are supportive of whole school initiative as they feel it will effect change in their children's habits as a result.

Summary of Strengths:

- Management, teachers, parents, and students collaborate to bring about school improvement: collaboration and interaction between all stakeholders at meetings and through digital platforms that informs, reviews and reflects on behaviour for learning, academic engagement and social media and mobile phone usage. All stakeholders evaluate and monitor progress through reporting, communications such as meetings (Parent Teacher Meetings; Parents' Association; Student Council and the Board of Management and Staff Meetings); surveys; focus groups.
- Most teachers use active learning methodologies and opportunities for inclusive learning.
- Stakeholder acknowledgement of significant data and information gathered about the link between behaviour for learning, social media & sleep hygiene which will inform 2023-2024 SIP.

- Our good practice of collaboration, we engaged with Advisory Bodies: PDST; OIDE; and Inspectorate Advisory Visits to advise on best practice.
- Student and teacher identification of students need for support with responsible mobile phone use led to the installation of Student Phone Away Boxes for the junior classes in August 2022;
- Excellent pastoral care and teacher awareness of our students in a small school community and small class sizes
- Most students feel praised for their work and connected to their school community through curricular and extra-curricular opportunities.
- School life promotes responsible digital citizenship and offers many opportunities for students to reconnect through active learning curricular and co-curricular activities.

These are the main areas identified in the last academic year (August 2022-June 2023) as areas in need of improvement are sleep hygiene and social media use. Therefore, *'all subjects, all teachers, all classes'* will explore the link between sleep hygiene, social media and behaviour for learning.

This is what we plan to do:

- (i) Encourage student engagement in extra-curricular activities e.g., lunchtime and after school clubs.
- (ii) Monitor and support patterns of student behaviour around sleep hygiene and responsible social media usage to promote 'Behaviour for Learning' and academic engagement in a student-centred environment and gather data regarding sleep hygiene, social media usage and student behaviour for learning.
- (iii) Promote student interest and participation in active teaching and learning methodologies - learning through independent and collaborative learning opportunities; clear expectations of student requirements for behaviour for learning in an inclusive, productive, creative student-centred and active learning environment

- (iv) Enhance knowledge, attitudes, and skills required to improve sleep hygiene and responsible social media usage and their links to behaviour for learning.

This is how we will do it:

Following on from the progress in our targets last year, we plan to focus on the following areas to achieve effective teaching and learning, we are guided by: *Looking at Our School 2022: A Quality Framework for Post-Primary Schools (LAOS, 2022)*.

Within Domain 2: Learner experiences, the standard we have chosen is: 'Students engage purposefully in meaningful learning activities.'

Statements of highly effective practice include:

- 'Students demonstrate very high levels of interest and participation in learning.'
- 'Students are able to learn both independently and collaboratively in a very purposeful, creative and productive manner'.

(Source: *Looking at Our School 2022: A Quality Framework for Post-Primary Schools, pg. 28*).

Within Domain 3: Teachers' individual practice, the standard we have chosen is:

'The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills.'

Statements of highly effective practice include:

- 'Teachers create an inclusive, purposeful, student-centred learning environment based on mutual respect, affirmation and trust, in which students regulate and monitor their own behaviour.'
- 'Teachers have high expectations of students' learning and behaviour, communicate these expectations effectively to students, and facilitate students in internalising them'.

(Source: *Looking at Our School 2022: A Quality Framework for Post-Primary Schools, pg. 30*)

Actions to support implementation of the School Improvement Plan, 2023-2024

- (i) Staff will agree measures that promote 'behaviour for learning' in the classrooms in the SIP Workshop @ Staff Meeting August 2023. This will establish why we need to 'Disconnect to Reconnect' and how we can achieve it (2 x strategies that all staff can use). Focus groups such as: Staff Meetings: December 2023 & May 2024; Student Council; small class groups; and surveys will give feedback and opportunities for review and reflection on our strategies; areas done well and areas in need of improvement.
- (ii) Parent Teacher Meetings – Parents will complete surveys on Sleep Hygiene, social media usage and consider how it may impact their child's behaviour for learning.

(iii) 'All students, all teachers, all classes':

'Teachers have high expectations of students' learning and behaviour and will communicate these expectations effectively to students and facilitate students in internalising them.'

In turn, 'students will show high levels of interest and participation in their learning' through active teaching methodologies. Teachers will review learning and behaviour for learning regularly.

(iv) Surveys of parents and students during the year such as:

Transition Year Maths- Science Students with their teachers will survey all students, Dublin City University (DCU) Anti-Bullying Survey of all our students, Subject Teacher Observations from regular questioning of students re. Sleep hygiene and Phone Use and Focus Group feedback on Behaviour for Learning.

This is what parents can do to help:

- Monitor your child’s screen time, sleep hygiene and social media sites
- Encourage your child to pay particular attention to Behaviour for Learning such as punctuality; absences; being organised and prepared for the school day with appropriate books, materials and homework
- Encourage your child to participate in extra-curricular school clubs and community clubs
- Participate in Parent Surveys at Parent/ Teacher Meetings
- Browse material on the school website regarding School Self-Evaluation and our School Improvement Plan for this year.
- Attend the Parents’ Association Meetings
- Keep conversations open with your child regarding the benefits of sleep hygiene and responsible digital citizenship (screen time and social media)
- Remind your child to reflect regularly on their interest in and participation in learning
- Encourage your child to take greater ownership and responsibility for their learning, mobile phone habits and sleep hygiene.

SMART Targets:	Required Actions	Measurable Outcomes/ Success Criteria:	Timeframe for Actions	Review dates
<p>Target 1:</p> <p>Teachers will use active teaching methodologies and strategies (student-centred, active, collaborative)</p> <p>Suggested strategies:</p> <p>Effective written feedback</p>	<p>August 2023:</p> <p>Staff will agree on a common approach / checklist to monitor and support patterns of student behaviour (at home) around sleep and social media usage. (Staff Meeting August 2023)</p> <p>Teaching Strategies suggested and agreed by Staff on 24 August 2023 at the Whole-Staff Meeting will be</p>	<p>Individual Teacher observations and reports on Behaviour for Learning in their classes and with their students recorded on school systems:</p> <p>VS Ware Behaviour Comments; School Wise Observations of engagement & behaviour.</p>	<p>Phase 1:</p> <p>August–January 2023/24:</p> <p>Regular teacher observations of their classes and students recorded on school platforms throughout academic year reinforced by email, verbally in staff room at meetings.</p>	<p>Staff Meetings August 2023, December 2023, May 2024</p> <p>Senior Mgt Meetings fortnightly reviews</p> <p>Surveys of all stakeholders throughout the year shared.</p>

<p>through the 3, 2, 1, Strategy.</p> <p>KWL Strategy (What I know, would like to know and what I have learnt)</p> <p>Effective questioning strategies</p>	<p>conducted throughout year and reviewed:</p> <p>(i)Active teaching Methodologies that foster independent and collaborative learning opportunities for students with teacher-controlled screen time.</p> <p>Examples: Critical thinking opportunities to research, discuss and explore the impact of phone usage and sleep hygiene on Behaviour for learning.</p> <p>Student led Maths – Science Statistics TY Project that monitors phone usage and social media of young people in our school.</p> <p>TY Young Social Innovators on the effects of social media & Phone Use on students.</p> <p>Effective questioning strategies that include</p>	<p>Survey of teachers – teachers will respond to questions on Behaviour for Learning in their individual classes.</p> <p>Parents will review their children’s behaviour for learning at Parent Teacher Meetings through surveys and feedback to subject teachers</p> <p>Wellbeing Team will conduct surveys of parents at Parent-Teacher Meetings this academic year. Sleep Hygiene, Mobile Phone and Social media usage and report on their findings.</p>	<p>SSE Surveys of students, teachers and parents in February 2024.</p> <p>&</p> <p>Phase 2:</p> <p>January -May 2024</p> <p>Regular teacher observations of their classes and students.</p> <p>Behaviour For Learning Survey of teachers May 2024.</p> <p>All will be reviewed throughout year and reported on in a final SIP Report May 2024.</p>	<p>e.g., SSE & Well-being Survey of students in Feb. 2024</p> <p>TY Maths-Science Survey in Oct-Nov 2023.</p> <p>Parent-Teacher Meeting Surveys shared to parents through Parents’ Association.</p> <p>Regular updates on the website and school social media platforms such as Twitter</p> <p>SSE Co-Ordinator's Report in May 2024 to all Stakeholders.</p>
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	<p>all students and foster interest and participation in all subject classes.</p> <p><u>3; 2; 1 Feedback Plan for critical thinking and empowering written and verbal feedback:</u></p> <p>When students finish a piece of work, teachers will ask students to demonstrate their understanding by writing down 3 things that they have learned in a lesson; 2 fun things that they learned and 1 question that they still have at the end.</p> <p>KWL Strategy: What I know; would like to know and what I learnt. - Written feedback from students.</p> <p>Others – HistoryMatters365 Teaching Methodologies and PDST and others</p>			
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	<p>shared by SSE Co-Ordinator</p> <p>Posters (laminated posters) on doors and noticeboards where Year Heads & students have an opportunity to share what they are doing e.g., Ms. Kenny & 5th Years are doing ... to 'Disconnect to reconnect' e.g., training on a basketball team etc.</p> <p>All subject teachers will regularly check-in with students about their sleep patterns and remind students of the benefits of healthy sleep patterns, responsible phone and social media usage.</p>			
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<p><u>Target 2</u></p> <p>Teachers will increase student awareness of sleep hygiene and phone use by regularly asking students questions such as 'How many hours sleep did you get last night?' 'How many hours did you spend on your phone yesterday or last week?'</p>		<p>Individual Teacher observations and reports on Behaviour for Learning in their classes and with their students recorded on school systems – VS Ware; School Wise. Share Point</p>		
<p><u>Target 3</u></p> <p>Teachers will give feedback on Student academic engagement & behaviour for learning on</p>		<p>As above.</p>		

<p>school platforms such as VS Ware; School Wise and Share Point School Plan/ SSE Teacher Data folder.</p> <p>e.g., Student engagement & behaviour can be monitored and reviewed by all stakeholders.</p>				

Timeline for the Pouch and Phone research study:

Time Period	Research Activity
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Week beginning 4th September 2023	Begin Recruitment for first survey (Time point 1)
Week beginning 11th September 2023	Launch survey (time point 1) - open for 1 month
October 2023	Survey (time point 1 closes)
Middle February 2024	Send out reminders for survey (time point 2)
Late February 2024	Launch survey (time point 2) and begin recruitment for focus groups
March-April 2024	Focus groups with principals, teachers and pupils, and undertake analysis of focus groups
March-May 2024	Analysis of all survey data and produce report

*Note: This timeline is contingent on DCU REC (Ethics) approval. The timeframe for time point 1 might be pushed back a week depending on whether Dr. Megan Reynolds receives approval from the ethics committee before the beginning of September 2023.