



## OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN 2022 - 2023

**In the last year, we have looked at teaching and learning in our school to find out what we are doing well. This is what we discovered:**

During the period *August 2021 – June 2022*, we evaluated the following aspects of teaching and learning:

- The provision of quality, data-based reporting through Midterm Progress Reports. The reports included a percentage as well as a formative feedback comment.
- Teachers' use of digital technologies for the provision of regular Formative Feedback has increased threefold.
- The number of teachers implementing active methodologies into every one-hour lesson has doubled since last year.
- Teachers' identification of students in need of additional support took place monthly using the academic tracker across all year groups.
- All subject departments have included approaches to oral and written Formative Feedback and Differentiation in subject planning.
- Over 85% of teachers have expanded their skillset with regards to differentiation in their classroom
- 90% of students acknowledged receiving Formative feedback, Differentiation practices and Active Methodologies in the context of the one-hour lesson regularly. Over 50% receive this weekly and over 9% of students receive this daily.
- Over 60% of parents noted that their daughters received Formative Feedback, Differentiation practices and Active Methodologies in the context of the one-hour lesson on a regular basis. This was an increase of nearly 20% since October 2021

In the 2021-2022 academic year we focused on two main areas within the Looking at Our School 2016 Framework:

1. **Domain 2:** Learner's experiences. **Standard:** Students grow as learners through respectful interactions and experiences that are challenging and supportive.  
**Statement 6 Highly Effective Practice;** *Students demonstrate a sufficient level of motivation to engage in and persist with increasingly challenging tasks.*
2. **Domain 4:** Teacher's individual practice. **Standard:** The teacher selects and uses teaching approaches appropriate to the learning intentions and to students' learning

needs. **Statement of highly effective practice 4:** *Teachers meaningfully differentiate content and activities in order to cater for the varying needs and abilities of students / Teachers meaningfully differentiate content and activities in order to ensure that all students are challenged by the learning activities and experience success as learners.*

- To this end, the Leader of SSE and the Senior Management Team engaged in data collection and consultation and set specific targets through our School Improvement Plan, which was approved by the Board of Management in 2022.
- To continue our efforts for students to receive formative feedback, the Midterm Progress Reports in December 2021 consisted of free-form comments. Teachers used this facility to give detailed Formative Feedback to students. This allowed for richer and more focused Formative Feedback in all subjects.
- To further develop the existing practice of Formative Feedback we focused on growing our good practice in the area of Formative Feedback with an emphasis on written Formative Feedback.
- To ensure subject departments have included approaches to oral and written Formative Feedback in their plans. We included these as focal points within departmental meetings and held Teachmeets to support staff in their approach to this.
- To build our existing good practice of Differentiation in teaching and learning we engaged in whole-staff CPD as well as a sharing of tips, methodologies and resources, via the Education Committee.
- To build on our already high level of staff online collaboration we promoted online departmental collaboration through teach meets, allowing for all subject departments to collaborate online.
- We will aim to further develop our online departmental collaboration so that all subject departments use an online sharing platform.
- We checked in with the broader school community (students and parents) to evaluate and monitor our progress.

*A detailed report on the individual targets is available in the School Self Evaluation Report June 2022.*

### **This is what we plan to do now:**

Following on from the progress in our targets last year, for the academic year 2022-2023 we plan to focus on the following targets based on the Looking at Our School, 2016 framework:

Within the domain ***Learner's Experiences***, the standard we have chosen to focus on is: 'Students engage purposefully in meaningful learning activities, grow as learners through respectful interactions and experiences that are challenging and supportive, reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning, experience opportunities to develop the skills and attitudes necessary for lifelong learning.'

Within the domain ***Teacher's Individual Practice***, the standard we have chosen to focus on is: 'The teacher selects and uses teaching approaches appropriate to the learning intentions and to students' learning needs.'

Within the domain **Teacher's Collective / Collaborative Practice**, the standard we have chosen to focus on is: *Teachers work to maintain positive and respectful relationships with colleagues and school management for the benefit of students' learning, and for the wellbeing of staff and students. Teachers are also mindful of and take responsibility for their own wellbeing.*

### **Our School Improvement Targets 2022-2023**

- 1. To identify, include and provide targeted support for students experiencing barriers and challenges to wellbeing and learning.**
- 2. To grow our use of applying Bloom's Taxonomy in classroom questioning (verbal / written) every day.**
- 3. To encourage and support teachers in applying Bloom's differentiation of questioning to homework tasks every day.**
- 4. Leader of SSE (AP1), SEN Coordinator (AP1) and Assessment and Reporting Coordinator (AP2) to meet on a termly basis for collaboration and alignment.**
- 5. All staff to become familiar with the basic language of Restorative Practice.**
- 6. A second group of staff to take part in Restorative Me training.**
- 7. Staff members to engage with the Athena Tracker.**
- 8. Every department to upload 2 in-class assessment results throughout the year for each of their classes.**

### **This is what you can do to help:**

- Participate in the Parent Focus Group via the school app.
- Browse the material available on the school website explaining School Self Evaluation, Assessment for Learning, Formative Feedback and Differentiation.
- Check your daughter's homework to see if there is a **choice of homework** tasks available to her.
- Encourage your daughter to pay particular attention to the **Formative Feedback** she receives from teachers. Your daughter should be clear on where she is achieving in a subject and what are the steps she should take to reach her full potential.
- Encourage your daughter to **take a written note of verbal feedback** she receives from her teachers on a daily basis.
- Discuss the concepts of AfL and Formative Feedback with your daughter and remind her that AfL is a very effective learning approach that compliments Summative Assessment (end of unit exams and grades). Discuss the value of **non-grade feedback** with your daughter.
- Remind your daughter to reflect regularly on her learning and to note areas for improvement on each unit of work she is studying.
- Encourage your daughter to take greater ownership and responsibility for her learning.
- Encourage your daughter to plan her own revision, to set targets and to track her own progress.

- Ensure your daughter tracks her academic performance for each of her subjects in her journal or her academic tracking booklet.
- Ensure that your daughter fills in her journal for every subject each night also noting the study that she will do.
- Check your daughter's journal regularly and sign weekly.

**Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do.**

### ***School time and holidays***

The Department requires all post-primary schools to have **167 school days** each year, and a **28-hour school week**.

This year we had 167 school days, from 25<sup>th</sup> August to 3rd June. Our school week is 28 hours.

The Department sets out a **standardised school year and school holidays**.

This year we took all our school holidays within the permitted time. **YES / NO**

The Department sets out arrangements for **parent/teacher meetings and staff meetings**. This year we had **5** parent/teacher meetings and **5** staff meetings, all in line with the Department's regulations.

### ***Looking after the children in our school***

The Department requires schools to follow the *Child Protection Procedures* it has set down.

Our board of management has agreed in writing to do this. **YES / NO**

All teachers know about the *Procedures* and we have told all parents about them and how we follow them. **YES / NO**

Our Designated Liaison Person (DLP) is **Marguerite Gorby**

and our Deputy DLP is **Stephen Rhatigan**

### ***Enrolment and attendance***

The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.

We have an admissions policy and it is published. **YES / NO**

We reviewed (and updated) our admissions policy on: **2nd September 2021**

We keep accurate attendance records and report them as required. **YES / NO**

We encourage high attendance in the following ways: **Attendance is monitored by Year Heads and Form Tutors.**

This is how you can help: **Discuss the importance of school attendance with your daughter. Ensure your daughter attends school.**

***Positive behaviour for a happy school***

The Department requires schools to have a code of behaviour, and asks us to consult parents and students about it. We do this. **YES / NO**

Our code of behaviour describes and supports positive behaviour. **YES / NO**

We have a very clear and high-profile anti-bullying policy in our school. **YES / NO**