



OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN 2023 - 2024

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 2022 – June 2023*, 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.
- The number of teachers implementing active methodologies in their lessons has increased by over 30%.
- 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.
- Over 60% of staff aim to incorporate Bloom's Taxonomy into every lesson. This has increased from just under 53% from the start of the year.
- 83% of students stated that they were able to choose tasks that were suited to their own ability for homework by the end of the year. This was an increase from 73% in November.
- Over 90% of parents felt that their daughters were supported at key transition points in the school.
- Over 90% of parents noted that their daughters were given choice in their learning tasks in response to their individual educational needs.

In the 2022-2023 academic year we focused on two main areas within the Looking at Our School 2022 Framework:

1. **Domain 2:** Learner's experiences. **Standard:** Students grow as learners through respectful interactions and experiences that are challenging and supportive. **Statement 2: Highly Effective Practice;** *Relationships and interactions in classrooms and learning areas create and sustain a very positive, co-operative, affirming and productive learning environment*

2. **Domain 3:** Teacher's individual practice. **Standard:** *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.*

Statement of highly effective practice 4: Teachers respond positively to change and are proactive in building collective expertise in the skills and approaches necessary, including those relating to digital competence, to facilitate current and future student learning.

- 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 2023.
- To continue our efforts for students to receive formative feedback, the Midterm Progress Reports in December 2022 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 2023.

This is what we plan to do now:

Following on from the progress in our targets last year, for the academic year 2023-2024 we plan to focus on the following targets based on the Looking at Our School, 2022 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 contribute to building whole-staff capacity by sharing their expertise'*

Our School Improvement Targets 2023-2024

1. To identify, include and provide targeted support for students experiencing barriers and challenges to wellbeing and learning.
2. To foster staff well being through the provision of weekly wellbeing activities for 30% of the staff.
3. To provide at least one differentiated task in each class period and homework assigned
4. To develop 70% of teachers' use of active methodologies in the classroom to help differentiate.
5. All departments to increase collaboration and moderation within departments. An hour to be set aside in each subject department so there is cross moderation at senior cycle.
6. To introduce an RP mentor programme with TY's.
7. 80% of staff members to engage with the Academic Tracker.

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 **166 school days** each year, and a **28-hour school week**.

This year we had 166 school days, from 25th August to 2nd 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:

9th October 2023

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**