



OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN 2025 - 2026

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 2024 – June 2025*, we evaluated the following aspects of teaching and learning:

- Teachers' identification of students in need of additional support took place monthly using the academic tracker across all year groups. There was an increase in teachers using the student tracker following marking students' work from 17.4% to 31%.
- The number of teachers implementing differentiation techniques in every lesson has decreased slightly from 78% -75%, however 96% of staff differentiate in some of their lessons.
- All subject departments that consist of more than one teacher have an online forum used for collaboration.
- Over 90% of students thought that there were supports in place to support their wellbeing and learning.
- Over 32% of students felt they were offered adequate choice in most cases in learning tasks, where needed, in response to their individual educational needs. This was a decrease from 42% in December.
- 67.1% of students believed they were offered adequate choice in homework, where needed, in response to their individual educational needs. This was down slightly from December where the number was 77.3%
- 92.9% of students felt that they had the opportunity to use digital technologies in class to support their learning. This was a slight increase from December where the number was 92.7%
- Over 26% of parents believed that their daughters were given choice in their learning tasks in response to their individual educational needs. This has increased since December where the figure stood at 14%.

In the 2024-2025 academic year we focused on two main areas within the Looking at Our School 2022 Framework:

1. Within the domain ***Learner's Experiences***, the standard we chose 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.'

2. Within the domain **Teacher's Individual Practice**, the standard we chose to focus on is: *'Teachers' preparation identifies relevant learning intentions that are contextualised to students' learning needs, interests and abilities'*.
3. Within the domain **Teacher's Collective / Collaborative Practice**, the standard we chose to focus on is: *'Teachers work together to devise learning opportunities for students across and beyond the curriculum'*
 - 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 2024.
 - To build our existing good practice of Differentiation in teaching and learning we held teachmeets on the topic as well as including it as a main focal point within subject department meetings
 - 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 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 2025.

This is what we plan to do now:

Following on from the progress in our targets last year, for the academic year 2025-2026 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 reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning' with the Statement of Highly Effective Practice, *"Students assess their progress realistically and can describe their strengths and areas for development as learners"*.

Within the domain **Teacher's Individual Practice**, the standard we have chosen to focus on is 'The teacher selects and uses planning, preparation and assessment practices that progress students' learning' with the Statement of Highly Effective Practice, *"Teachers regularly provide students with constructive, developmental oral and written feedback. Teachers use feedback to work with students on clear strategies for improvement"*.

Within the domain **Teacher's Collective / Collaborative Practice**, the standard we have chosen to focus on is: 'Teachers value and engage in professional learning and professional collaboration' with the Statement of Highly Effective Practice, 'Teachers view collaboration as a

means to improve student learning and also to enhance their own professional learning. They engage in constructive collaborative practice, and in collaborative review of their practice.'

Our School Improvement Targets 2025-2026

1. To provide students with weekly differentiated homework tasks.
2. To provide students with weekly regular written formative feedback.
3. To identify and provide targeted support for students experiencing barriers and challenges to wellbeing and learning.
4. To use digital technology as a support for learning in the classroom and 1-1 devices in TY as a tool to support learning.
5. To implement the Bí Cineálta Anti-bullying policy.
6. To promote sustainable development and biodiversity by establishing and maintaining school gardens and green spaces.

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.
- Check the school website for details regarding learning experiences that take place outside the classroom such as the variety of clubs and extracurricular activities that are available to your daughter
- Familiarise yourself with the range of supports listed on the school app/website that are available to your daughter

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 22nd August to 30th May. 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

Gráinne Byrne

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 June 2025**

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**