



## OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN 2021-22

**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:**

- Teaching and Learning Meetings, Subject Department Meetings and Teachmeets and CPD:
  - Subject Departments meetings at specified intervals facilitate regular discussion and review of teaching and learning
  - Teaching and Learning Group meetings occur at regular intervals which facilitates monitoring, reviewing and planning for whole-school teaching and learning
  - Teachmeets – occur at specified intervals to allow staff to share CPD knowledge and learning
  - CPD (Continuous Professional Development) is regularly completed by all staff throughout the year both through the PDST but also through local education centres (in-person and online)
- Digital Teaching and Learning
  - Regular surveying of staff, students and parents provides clarity on the use and functionality of devices and the online learning platform of Teams
  - Regular communication between the ICT Team and Teaching and Learning Group allows for management of the online learning space and facilitates development of this learning space for the benefit of all learners
  - All staff are now signed up for Wriggle Connect which facilitates ongoing digital teaching and learning CPD
- Student as Independent Learner
  - Students enjoy and feel motivated in their learning
  - Students have regular opportunities to engage in self-assessment and peer assessment in their learning
  - Subject teachers regularly sharing criteria for success on tasks and assignments is allowing students to manage their individual learning
  - Learning Goals forms allow students to reflect on how they are managing their learning and discuss their learning with teachers and parents
- Assessment
  - Regular communication with parents on their daughters' learning progress facilitates addressing issues as they arise in a timely manner
  - Reporting more regularly to parents through both formative and summative reporting methods provides clarity to teachers, students and parents on the progress being made

- Literacy and Numeracy
  - Literacy initiatives relating to key terms, spelling and whole-school literacy are embedded in teaching and learning practice.
  - Numeracy initiatives are embedded in teaching and learning practice

<b>This is what we did to find out what we were doing well:</b>
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Monitoring and comparing teacher and student responses to three digital teaching and learning surveys carried out between May 2021 and May 2022:

- Digital Teaching Survey December 2021 – sent to staff
- Digital Teaching and Learning Survey to Students, Staff and parents May 2022

Monitoring whole-school teaching and learning:

- Teaching and Learning survey carried out with sample groups of students and teachers in 1<sup>st</sup>, 2<sup>nd</sup>, TY and 5<sup>th</sup> Year.
- Surveys looked at all SIP targets for the year 21-22 and compared feedback with same
- Teaching and Learning Group meetings at regular intervals throughout the year
- Regular meetings with Leader of Teaching and Learning and Principal and Deputy Principal
- Records of staff CPD submitted by all teachers at the end of the school year

Assessment results from students across the year

- Class teachers' own records
- Formative and summative reports issued throughout the year
- Comparison of Leaving Certificate results with national averages (no Junior Cycle exam in 2021)

<b>This is what we are now going to work on:</b>
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We will prioritise the following areas for attention as part of our School Improvement Plan 2022-23:

- Digital Teaching and Learning
- Student as Independent Learner
- Differentiation

We will also continue to monitor our progress in the areas of:

- Assessment
- Literacy
- Numeracy

As a school we will also actively focus on the national priority of the promotion of wellbeing as advised by the DES inspectorate.

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

**Journals** – check your daughter’s journal regularly to ensure that she is managing her learning. Parents of 1<sup>st</sup>-3<sup>rd</sup> Years should sign the journal at the end of every week.

**Teams** – check in regularly with your daughter’s Microsoft Teams account to see how she is managing her learning.

**Communication:** encourage your daughter to speak to her teachers if she has concerns or difficulties in her learning or any matter related to school life. Have regular conversations with your daughter about her learning.

**Reports** – discuss reports with your daughter.

**Encourage reading for pleasure** – to enable your daughter to develop her literacy and critical thinking skills which will be of benefit for all aspects of learning.

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 26<sup>th</sup> August to 3<sup>rd</sup> of June. Our school week is 28 hours 50 minutes.

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

This year we took all our school holidays within the permitted time. YES

The Department sets out arrangements for **parent/teacher meetings and staff meetings**.

This year owing to Covid-19 restrictions there were no in person parent/teacher meetings – meetings instead took place online through Microsoft Teams.

There were 6 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

All teachers know about the *Procedures* and we have told all parents about them and how we follow them. YES

Our Designated Liaison Person (DLP) is: Bernadette Prendiville

Our Deputy DLP is: Brid Daly

***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

We reviewed (and updated) our admissions policy on:

Updated 2<sup>nd</sup> November 2020

Reviewed February 2021

We keep accurate attendance records and report them as required.

YES

We encourage high attendance in the following ways:

- through Pastoral Care System
- clear and regular communication with parents

This is how you can help:

- encourage your daughter to attend school punctually
- where possible, please arrange dental and medical appointments outside of school hours
- encourage your daughter to become an active participant in school life both in her learning and in co-curricular activities

### ***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

Our code of behaviour describes and supports positive behaviour.

YES

We have a very clear and high-profile anti-bullying policy in our school.

YES