

St. Caimin's Community School



OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN 2024-2025

Context:

The work of the School Self Evaluation Team and that of the management and staff around wellbeing for 2022-23 was guided by the ***Wellbeing Policy Statement and Framework for Practice and School Self Evaluation: Next Steps September 2022-June 2026 (SSE: Next Steps)***. This School Improvement Plan (SIP) is anchored around the short and medium term goals identified in our School Plan 2023-2028.

Having taken stock of the SSE process to date and an analysis of findings from a wellbeing promotion and impact of Covid 19 review the following areas were identified as our focus:

- 1. Maximise extracurricular activities offered to support attendance and attainment.*
- 2. Initiate a healthy eating policy and establish healthy eating habits in school.*
- 3. To support lost learning because of Covid 19 by developing our teaching and learning practices to enable more choice and differentiated approaches to teaching and learning.*

Engagement in the SSE Process to Date:

During the 2023/24 academic school year we conducted several student surveys and focus groups to establish the levels of engagement and satisfaction with our extracurricular programmes. While there are a lot of extra-curricular activities running, we wanted to establish how effective they were at promoting wellbeing and if they positively improved student experiences and engagement in school. We also wanted to develop a healthy eating policy to promote good lifestyle choices and to build on the good habits promoted by our feeder primary schools. Finally, we wanted to find ways of supporting students who may have lost key learning opportunities due to Covid 19, and to create inclusive learning and teaching approaches across the school.

Through surveys, focus groups and observations we discovered that the following are going well:

- 51% of students said they were either happy or very happy with the level of physical activities for students' school.

- 46% of students surveyed said that teachers gave them options on the type of homework they can do.
- 73% of students saying that teachers vary their teaching methods occasionally. This shows a commitment to inclusion.
- 37% of students said they were happy with the healthy options offered in the canteen with 34% of students saying they were somewhat happy. Focus group interviews highlighted that there was a clear need to educate students on what food were healthy and to build better understanding of the nutritional value of canteen food.
- Evidence gathered during the development of the school plan (2023 – 2028) identified the menu in the canteen as being one of the greatest concerns from a wellbeing perspective in the school.
- Our audit of the extracurricular activities showed a broad range of activities available to students. It was suggested that we try to establish if such activities benefited students in other ways and whether engagement in activities improved student wellbeing and attainment in school.

This is what we did to find out what we were doing well, and what we could do better:

1. Audit of how the Wellbeing Policy Statement and Framework for Practice is being realised in our school.
2. Student focus groups.
3. Student survey.
4. Parent feedback.
5. Teacher feedback.
6. Facility management (Apleona) focus group.
7. VSware data.

Domain 1: (Key Area)	Culture and Environment			
Wellbeing Promotion Indicators of Success	Children, young people, and staff experience a sense of belonging and feel safe, connected and supported. Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos.			
Statement:	Foster a commitment to inclusion, equality of opportunity and the holistic development of each student.			
TARGETS	ACTIONS	PEOPLE RESPONSIBLE	CRITERIA FOR SUCCESS	REVIEW
<p><i>To increase the number of students who said they were either happy or very happy with the level of physical activities for students' school from 51% to 60%.</i></p> <p><i>To establish if non-competitive lunchtime activities help develop student overall wellbeing and engagement in school.</i></p> <p><i>To promote indicators of wellbeing in classroom activities.</i></p>	<p><u>Whole School:</u></p> <ul style="list-style-type: none"> Promote the broad range of activities on offer in a variety of platforms. Create a schedule of both lunch times clubs and extra-curricular activities to reflect both student and teacher wellbeing. <p><u>Leadership Group:</u></p> <ul style="list-style-type: none"> To test if lunchtime activities help develop students' sense of wellbeing and their levels of engagement in school. Lunchtime games club. Students will be tested before and after each activity to establish if they helped improve wellbeing indicators. Results will be triangulated with attendance/student's academic performance/confidence as learners. <p><u>Classroom Level:</u></p> <ul style="list-style-type: none"> Individual Targeted Subject departments 'Being active' week. Each Department will focus on active teaching and learning methodologies during a calendar week. 	<ul style="list-style-type: none"> Teachers Year-heads Management SSE Team Wellbeing Team Extra-Curricular Co-ordinator JC Co-ordinator SPHE Teachers <ul style="list-style-type: none"> Teacher leadership group Teachers <ul style="list-style-type: none"> Subject departments Teachers 	<ul style="list-style-type: none"> Numbers of students participating in lunch times clubs Numbers of students participating in Extra Curricular activities Activity Calander balanced approach JCPA Other Area's of learning <ul style="list-style-type: none"> Wellbeing Indictors student survey Feedback from students (Focus group) Link to attendance/student performance? <ul style="list-style-type: none"> Student reflection 	

TARGETS	ACTIONS	PEOPLE RESPONSIBLE	CRITERIA FOR SUCCESS	REVIEW
<p><i>To increase the percentage of students who say they are happy with the healthy options offered in the canteen from 37% to 50%</i></p>	<p><u>Whole School:</u></p> <ul style="list-style-type: none"> • Banning of high sugar drinks and energy drinks e.g.: Monster. • Promoting of reusable water bottles. • Healthy eating visuals developed for Canteen/ Hub (Eat well plate) • Canteen break and lunch healthy option offered every day: Soup/ Yogurt/Nutrient dense option • Introduce Treat Free Monday whole school/Canteen. • Lunch box healthy eating visuals <p><u>Leadership Group:</u></p> <ul style="list-style-type: none"> • Breakfast club: Wholegrain toast and fruit • Homework Club: Wholegrain toast/ fruit/ soup <p><u>Classroom Level:</u></p> <ul style="list-style-type: none"> • Full staff information session delivered by... • Drop and Learn (Wellbeing team) • Social rewards to replace food rewards 	<ul style="list-style-type: none"> - Management - Apleona Management - Parents - Students - Teachers (SPHE, Home Ec., PE and Science) - 1st Year Induction team - Management - Breakfast club co-ordinator - Homework club co-ordinator and teachers - Management - Teachers - Wellbeing team 	<ul style="list-style-type: none"> - No high sugar drinks or energy drinks on school grounds. - Increasing student awareness and decision making (student surveys). - Uptake in healthy options in canteen/ lunchboxes. - Focus group/survey before and after. - Increase awareness around Healthy Eating. - Increased awareness for students around healthy eating. - Reduction on sweets as treat rewards. 	

Impact of Covid 19:

LAOS Domain 3:	Teachers Individual Practice			
Standard:	The teacher selects and uses teaching approaches appropriate to the learning intentions and to students learning needs			
Statement:	Teachers meaningfully differentiate content and activities to ensure all students are challenged by the learning activities and experience success as learners.			
Wellbeing Promotion Indicators of Success	Children and young people experience positive, high-quality teaching, learning and assessment which provides opportunities for success for all.			
TARGETS (What we want to achieve)	ACTIONS (What needs to be done?)	PEOPLE RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	REVIEW (scheduled check in to review progress)
<i>To increase the percentage of students who say they experiences a variety of learning opportunities from 73% to 80%</i>	<p><u>Whole School:</u></p> <ul style="list-style-type: none"> • Full staff training delivered by the Differentiation Working Group. • To provide CPD to staff on Universal Design for learning to support teachers develop their methodologies. • UDL resources to be included in Schemes of Work <p><u>Leadership Team:</u></p> <ul style="list-style-type: none"> • Subject specific UDL resources to be created and shared within each subject department. • Subject specific L2LP assessment resources. <p><u>Classroom Level:</u></p> <ul style="list-style-type: none"> • Differentiating teaching techniques within the classroom. • Looking at differentiating assessment. • Differentiated Homework. 	<p>Management Diff Working group</p> <p>Management Diff Working Group</p> <p>Teachers Differentiation Working Group</p>	<ul style="list-style-type: none"> - Attendance at training. - Reflection survey after training session. - Evidence in Schemes of work. - Student surveys increase by 7%. - Resource banks created in the classroom. - Evidence in student copies - Reduction in number of No homework behaviour points by 54% to 45%. 	

This is what you can do to help:

- Encourage your young person to get involved in school activities.
- Encourage your child to attend school and to engage to the best of their ability.
- Browse the material available on the school website explaining School Self Evaluation, Learning to Learn, Special Educational Needs supports and school policies. ·
- Browse the material available on healthy eating choices and encourage your child to take greater ownership and responsibility for making healthy eating choices.
- Check your child's homework to see if there is a choice of homework tasks available to them.
- Remind your child to reflect regularly on their learning and to note areas for improvement on their work.
- Have conversations with your child about their preferences for learning and support them to present work in a way that maximises their strengths.

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 24/08/2023 to 31/05/2024. 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**
- The Department sets out arrangements for **parent/teacher meetings and staff meetings**, all parent/teacher meeting and staff meetings, all in line with the Department's regulations **YES**

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 Ms. Maria Sheehan and our Deputy DLP is Ms. Derval Glendon-Garry and Ms. Jenny O'Halloran.

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 during this academic year. It was ratified by the Board of Management on the 16th May 2024.
- We keep accurate attendance records and report them as required - **YES**
- We encourage high attendance in the following ways: Reward good attendance. Encourage attendance at assemblies and information evenings with parents. We have an Assistant Principal 1 post holder monitoring attendance and supporting families to promote good attendance.

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**