# St. Dominic’s College

# Our Self-Evaluation Report and Improvement Plan 2022-2023

# 1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

* 1. **Outcomes of our last improvement plan from Sept 2021 to June 2022**

**Wellbeing**

Surveys on wellbeing were sent to staff, students and parents in October 2021. On foot of the recommendations by these various groups measures were put in place to increase wellbeing.

These measures were:

* More Extra curricular sports and clubs, photos taken of all committees and sports and displayed on school walls. New sports kits purchased.
* More trips out at start and end of year for each year groups including fun trips, bonding trips, academic trips and trips out for sports matches and external awards
* Students allowed to accessorize their uniform for Halloween and other festive occasions
* Student leadership structures such as Class Captains, Head girl, Student Council and Prefects. Newbridge bookmarks given to prefects as a token of appreciation.
* Coffee and cake mornings for various groups of students throughout the year, Hospice coffee mornings for first years and TYs
* Pizza and cake treats for staff, staff social outings during the school year organised by the staff social committee, Secret Santa, Novelty Jumper Day,
* Introducing the step challenge for staff to support daffodil day, staff room decorated at festive times during the year, Friday treats, Wellbeing mug, Advent challenge
* Wellbeing workshops such as Jewellery making and Chess organised for staff at the start of the year, staff performed random acts of kindness on Kindness Day
* Coffee morning for staff to support St. Francis Hosipice, sweets, Easter Eggs and small gifts given out to staff at end of term.
* Having a staff social committee who organise nights out and gifts for retirees and other occasions in staff lives. Teachers having the opportunity to do leadership & teaching courses outside of school. Staff incorporating wellbeing and other SSE targets into their departmental plans. Staff informed about policies and schemes such as the Employee Assistance Service which supports personal and professional Wellbeing.
* Student voice forum so that students can have an input on topics raised. Student attending outside student stakeholder forums.
* Students donating to charity such as SVP, Pieta House, shoe box appeal, Irish Cancer Society, Novelty jumper day for Focus Ireland, SVP hampers, Alone
* Friendship week celebrating kindness, Celebrate World Kindness Day, Celebrate International Women’s Day, Women and girls in science
* Social Justice committee who raise awareness about injustices around the world and who organised Intercultural Day and the Ukraine fundraise appeal
* Introduction of Walk in my shoes Frame of Mind competition to 4th year SPHE to raise awareness of mental health issues, 4th year Gaisce Hike
* Introduction of positive recognition on Vs ware for first years, 3rd years received their Profiles of Achievement and 5th years received their Gaisce Award
* Reintroducing the talent show, the trade display, students nominated for school spirit, students attending new courses like CPR4 schools.
* Having maths week, science week, literacy week, seachtain na gaeilge, community care week, college awareness week
* Programmes such as first year Wellbeing programme including lifeskills and Forbairt, 6th year mental health speakers, tackle your feelings for 5th years.
* Having a Wellfest Day, Yellow Day, Euorpean languages day, daffodil day, Le Chéile day- be kind, Novelty jumper day, Gaeilge 24, World book day.
* Having a Wellbeing Committee who organise DEAR time ( drop everything and relax, reflect, record, read) , Having a Wellbeing notice board & monthly planning meetings as well as project work on attendance.
* Celebrating Catholic schools week and having retreats in the school, Lenten mass, Outside speakers for 6th year Religion, Prayer service video at the start of year.
* Introducing the Rainbows programme for students who have suffered bereavement
* Re introducing the May end of year awards and graduations to celebrate academic achievements both in school & in sport, and music. Recipient names put on the school walls and 6th years allowed to produce their own yearbook.
* Supporting the Big Sister programme to allow older girls mentor younger students. Various talks and workshops to support students’ wellbeing.
* Easter eggs and other lollipop treats given out at end of term, Prefects organise kris kindle and Santa visits 6th years, Christmas jumper day,
* Introducing Leaving Cert PE as a new subject on the curriculum and getting sponsorship from the credit union for camogie kits
* Students attending PE XPO, CPR4 schools and the Gaisce Presidents awards programme and the oral irish skills workshop called Caith amach é
* A talk by Jigsaw on mental health was given to support our Parents, Parents organised a fundraiser Cash for Clobber to fund school projects. Asking the Parents’ Association for their input into policy formation.
* New resources on our website such as Strategies to prevent bullying video, and podcasts on mental health
* Reviewing our Anti-bullying policy, awareness at assemblies of the policy and anti bullying resources on our website.
* Introduction of Anti-Bullying initiatives such as the Fuse programme, workshops delivered by Key Conversations and having a Safer Internet Day
* Having Stand up Awareness week including raising the Pride Flag, Garda talk at Halloween, Teachers attending Digital Citzenship Courses.
* More outdoor seating for lunchtimes, more digital hubs for students to do digital research and homework and having good canteen facilities.
* Promoting the library for students, Library competitions and supporting the love of reading with students with various initiatives. including dressing up for World book day. Students able to enter maths competitions. Teachers continuing to focus on comment marking as well as giving a grade to help students learn.
* Students going outside more at lunch to walk around and get fresh air.
* Attendance talk for 5th years, Information video for students helping students to choose between different programmes,
* Monitoring school attendance for 2nd years for a selected period by the Wellbeing Co-ordinator
* Ensuring equal distribution of students selected for helping to organise events. More defibrillators bought and staff training provided.
* Publication of 2 newsletters this year. These newsletters document school life and celebrate students both inside and outside of school.
* Podcasts made by students on mental health and other areas published to our website. Active learning in classroom activities including the heart of hearts project
* Promoting the work of the Eco team who look after our school gardens and promoting sustainability wherever possible.
* Introducing new subjects such as LC Pe, and chess, horticulture and Young social innovators for Ty.
* Ty courses included, driving school, IBM IT course, etiquette training, integrity workshops for stem, soar resilience, scéal irish workshops, cycling treasure hunt, car maintenance course, royal college of surgeons work experience. 2nd years also did the Gaiety workshop promoting stem in science. Gaisce president’s award.

The wellbeing surveys were sent out again in May 2022 and wellbeing satisfaction had increased amongst students on nearly every question asked in the survey. Specific strengths for our school from these surveys are mentioned in the next section.

**1-hour timetable**

A survey was conducted amongst teachers to gauge their satisfaction on the new one- hour timetable introduced September 2021. 94% of teachers were happy with the new one-hour timetable. Some teachers wanted more training on how best to split up the hour long class. Training was provided on retrieval practice to staff via the teacher sharing platform at a staff meeting and this training helped with structuring a 60-minute lesson. Training was also provided on structuring a lesson from the company Dragon Fly who showed teachers the slow writing and Frayer models as tools to assess learning during a class. In house training on adobe spark and questioning was implemented as a further way to break up the hour long class. In house training on the otter app as a tool for dictation for teachers so they can maintain good continuity between classes. Other digital in house training was provided on google apps, and Canva as a digital presentation tool.

**1.2 The focus of this evaluation**

We undertook self-evaluation of teaching and learning during the period *September 2021 to May 2022*. We evaluated the following aspect(s) of teaching and learning:

* Wellbeing including Anti-bullying.
* 1-hour timetable
* Digital technology- The findings, evaluation and improvement plan for digital technology are dealt with in our digital learning plan.

# 2. Findings

**2.1 This is effective / very effective practice in our school**

*List the main strengths of the school in the teaching and learning.*

**The strengths of the school in relation to Wellbeing and the one-hour timetable are:**

* The school is good at encouraging students to respect and accept people.
* The physical environment of the school is well maintained.
* Students feel safe in the school.
* The school is good at displaying students’ work and celebrating students’ achievements.
* The school has a good SNA support system to help students with additional needs
* The school is strong on encouraging staff to access a range of continuing professional development and involvement in professional networks as appropriate
* Mentoring systems are in place to support newly qualified teachers and staff are informed about school polices such as child protection and Anti Bullying etc
* The school is good at encouraging students to engage in physical activity and extra-curricular activities and has lots of extra curricular activities to choose from.
* The school has very good structures for students to express their voice such as the Student Council and the Student Voice Forum.
* The school is strong on measures such as drop everything and relax (DEAR time) and the students enjoy it.
* The school is strong on school trips and events like intercultural day which are both well received by students.
* Parents value our school newsletters, our school twitter and our school website for communication.
* Students are knowledgeable about whom to contact if they are being bullied and recognise that they are taught about bullying including cyber bullying
* In relation to anti-bullying and wellbeing, the DCU Fuse programme for second year students, the Key Conversations workshops given by Monica Rowe and Safer Internet Day are all valued programmes amongst the students and they would recommend them again for next year.
* There is a strong sense amongst students that they belong to a strong school community and that they can succeed in St. Dominic’s.
* Students feel that they matter in our school.
* There is a strong sense from students from the ***Student Voice Forum*** that wellbeing is being nurtured in our school and is well supported through structures like the guidance department, chaplain, year heads, Student Support Team, tutors, teachers, Big Sister programme, prefects, head girl team and Principal and Deputy Principals.
* Teachers in the school are very happy with the one-hour timetable and 94% of teachers want to continue with it. Teachers feel the lessons are of a higher quality with the one- hour timetable and there is more active learning going on. Teachers feel that there is more time for students to practice skills, more time for students to think and ask deeper questions. Teachers use more methodologies in the one hour and they can plan their preparation better. There is more time to recap a previous lesson, more time for formative assessment and teachers are able to give more individual attention.
* All students were in favour of the 1 hour class periods

Senior students in the Student Voice Forum said that the 1 hour classes were working well and that it is easier to concentrate over one- hour class periods and it

was easier to have better classroom discussions.

**2.2. This is how we know**

*List the evidence sources. Refer to pupils’ dispositions, attainment, knowledge and skills.*

**Student, Parent and teacher Wellbeing surveys Oct 2021 and May 2022**

**Teacher Surveys for one- hour classes November 2021**

**Student Voice forum focus group- on the following topics- Wellbeing, Digital, one- hour classes and effective questioning**

**Student survey on Wellbeing with Student Voice Forum.**

**External feedback from the Inspector on our incidental inspection Feb 2022. Previous data collected by the school on feedback 2019-2020.**

**The principal and deputy principal requested an advisory meeting with a team of inspectors from the inspectorate about our SSE. They were very complimentary about the work being done.**

**Evaluation surveys on our Anti-Bullying initiatives. These surveys evaluated the Fuse programme, the Key conversations Anti-Bullying workshops and our Safer Internet Day conducted in conjunction with Webwise.**

**2.3** **This is what we are going to focus on to improve our practice further**

*Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.*

*Data from our surveys mentioned in the last section show us where our areas of improvement lie, these span the 4 key areas of Wellbeing from the Wellbeing Policy Statement and Framework for Practice 2018- 2023. Our strengths in the section above were also analysed to see if we can improve them further.*

*During 2022-2023 the school will identify and reflect on the impact of covid 19 on students educational experience, their wellbeing, their motivation to learn and their engagement with learning. The information arising will help the school to plan learning experiences, programmes of work and relevant supports to ensure all students are able to engage with and progress effectively in their learning. We will also be reviewing previous cycles of SSE.*

*The next areas for focus this year will be: Wellbeing promotion including Anti-Bullying, Assessment, Feedback, 1 hour timetable, Literacy, Numeracy and Digital.*

***Relationships and Partnerships***

* *In Wellbeing peer to peer relationships- teaching students how to talk and behave in a caring and respectful manner to each other*
* *Improve communication on child protection to* ***all*** *parents, not just the Parents Association. Improve communication on progress of child via physical parent teacher meetings, covid pending*
* *To continue with the work to help improve communication and co-ordination between teams in the school such as guidance, SST (student support team), teaching team, year heads, Principal and Deputy Principals to help combined approach to help vulnerable students.*
* *Increase staff awareness of the “ One good adult” idea and its benefits*
* *Staff meetings to be physical as opposed to virtual for 2022-2023, Covid pending.*
* *Explore the idea of a digital calendar as a communication tool, encourage initiatives for staff wellbeing*
* *To increase leadership capacity amongst teachers*

***Teaching and Learning including classroom climate & Culture and Environment***

* *Improving how students and teachers relate to each other when students get answers wrong (Still Face Experiment)*
* *More praise to students when they work hard by teachers*
* *Improving communication to students on how they can improve their work*
* *Focus on improving our questioning as teachers, asking more challenging questions, making students think more.*
* *More evaluation of the one- hour class to assess training needs now of teachers*
* *Continue to update and refurbish the corridor area in the school*
* *Continuing to support first year students to cope with the transition into first year*
* *To continue to support positive reading habits and literacy proficiency with school initiatives and by investing in our school library*
* *To increase staff awareness of the definitions of literacy and numeracy through CPD*
* *To support wellbeing for our students even further with new initiatives such as a sports day, having non-competitive extra-curricular activities, reviewing our awards system and continuing to provide mental health workshops in our school*
* *Continuing to encourage staff awareness of all targets through subject department planning.*
* *Promote teachers to use more peer, self-assessment and collaborative learning.*
* *Teachers to design and prepare learning approaches and assessment of learning outcomes which are differentiated for children and young people providing adequate access, challenge and opportunities for success.*
* *Teachers to find ways to activate student voice in the classroom*
* *In the area of extra- curricular activities - the school continues to link with community based clubs and organisations to ensure that it is broad, accessible and inclusive.*

***Policy and Planning-***

***As attendance is a key indicator on poor wellbeing the school will***

* *Review our Attendance policy.*
* *Review our Assessment policy to see how screening and intervention tools are used to assess social, emotional and behavioural difficulties.*
* *Design a new Teaching and Learning policy*
* *Update our SPHE policy*
* *Conduct our annual review of the Anti- Bullying policy and continue to increase awareness of Anti- Bullying and our school policy*
* *Conduct our annual review of the Child Protection Safeguarding Statement and Risk Assessment.*
* *Conduct our annual admissions notice which will contain important information for parents regarding the application process, including key dates and the number of places available*
* *The school will work with the school’s NEPS psychologist and have opted to have informative sessions with her about attendance and school refusal.*
* *CPD on the definition of Wellbeing as well as the Wellbeing indicators and how they are evident across the curriculum.*

**3. Our improvement plan**

On the next page we have recorded:

* The **targets** for improvement we have set
* The **actions** we will implement to achieve these
* **Who is responsible** for implementing, monitoring and reviewing our improvement plan
* How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

* The **progress** made, and **adjustments** made, and **when**
* **Achievement of targets** (original and modified), and **when**

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| **Targets**  **Assessment**  To increase student comfort levels when teacher asks a question  To increase the number of challenging questions for students by teachers.  **Target**  Feedback  To increase the quality of feedback. To increase the satisfaction levels of students on this topic by 10%. The increase will be in seen in student satisfaction on Wellbeing surveys from start of the year to the end of the year.  **Feedback & Assessment**  **Targets**  **Wellbeing**  To increase wellbeing satisfaction by 10% amongst parents, teachers, students from May data 2022, time frame 1 year.  **Wellbeing**  Teachers use teaching and assessment procedures that use more collaborative learning.  **Wellbeing**  To Increase staff awareness of Wellbeing indicators and how they are evident across the curriculum. Improve staff awareness of the definition of Wellbeing and the Wellbeing Framework 2018-2023  **Target**  To increase staff awareness of the one good adult idea.  **Wellbeing**  To examine the impact of Covid 19 on pupils educational experiences and outcomes, wellbeing, their motivation to learn and their engagement in learning.  **Wellbeing**  Teachers will use various teaching and assessment methods that promote a sense of achievement and differentiate their expectations to encourage full participation and achievement for all children, they design and prepare for differentiated teaching methods and assessment of learning outcomes for children at risk and with additional /complex needs so they can experience a sense of achievement.  **Targets**  **Wellbeing**  Teachers use strategies that incorporate student voice in the classroom  Teachers use opportunities to promote wellbeing across the curriculum.  In the area of extra curricular activites the school continues to link with community based clubs and organisations to ensure it is broad, accessible and inclusive | **Actions**  Positive language when students get a question wrong, affirming tone will build confidence in the student. A comfortable classroom environment is key. Modelling respect.  More emphasis on the growth mind set by teachers. More praise by teachers when students work hard  Questioning.  **SDP gives the following training on questioning:**  Increase wait time  Ask more challenging questions, get students to think more, plan your questions in advance, make it a safe space.  Use Pose, Pause, Bounce and Pounce, no hands up. Ask more open questions  Use mini whiteboards to engage all students.  (Ncca booklet, source video Professor Paul Black)  Continue to advise students to use assessment tracking page in school journal  **Actions**  **Give CPD on feedback and success criteria at the start of the year referencing the following:**  Teacher shows them what a good piece of work looks like, show them how far they have got and how they need to improve to get there.(Black & William 1998, Ncca booklet 3) Geoff Petty medals and mission.  Eg what is good about the good examplar  Feedback should focus on the task not the person.  Teachers can also give the students the success criteria and learning intentions in advance, see ncca booklet 1.  Allow students to self assess and peer assess.  Feedback & Assessment evident in subject planning.  Google doc to be created for sharing good question across departments  **Actions**  Put in place a Sports day for all students.  Have non-competitive extra-curricular sport/pe  Continue to provide mental health workshops for various year groups throughout the school  Review the end of year Awards system.  Continue to refurbish corridor areas in the school  More collaborative learning  More CPD for staff on the Wellbeing indicators and the Wellbeing Framework, indicators built into subject planning.  Document Wellbeing moments throughout the year.  **Actions**  All staff to embrace the idea of one good adult  Conduct surveys, focus groups with stakeholders to examine this impact  All teachers and subject departments plan for differentiation in their subject planning  **Actions**  SDP gives CPD on activating student voice in the classroom and shows teacher resource booklet- entitled activating student voice in your classroom  Teachers use their cpd knowledge to promote wellbeing across the curriculum.  Extra curricular teachers link with community based clubs | **Persons responsible**  All staff in class teaching  CPD to be given on still face experiment and growth mind-set  SDP gives workshop on Questioning at the start of the year  All teachers  source LD and LS questioning sessions from last year’s teacher sharing platform and revise.  **Persons responsible**  SDP gives this feedback workshop at start of year  Subject departments  SDP creates the google doc and all teachers add to it.  Subject departments.  **Persons responsible**  PE Department  Teachers  Teachers  Senior Management  Caretaker team  All teachers  SDP co-ordinator and the Wellbeing co-ordinators  **Persons responsible**  Tutors and all staff  SDP conduct surveys  SVF conduct focus group discussion  Teachers and subject departments.  **Persons responsible.**  SDP gives CPD on student Voice  Teachers then implement it.  All teachers  Extra curricular teachers | **Criteria for success**  Wellbeing Framework- use the well-being statements of effective practice to measure how we are doing  Example of a statement of practice to improve relationships:  School staff model openness, respect and listening in their interactions with each other.  Use domain 3 statement of effective practice Laos document.    Perform a T& L survey at start and end of year to see if practice is embedded.  Survey from the SVF or focus group discussion to assess student satisfaction at increased wait time, and other areas mentioned such as a safe environment.  Survey from the SVF to assess if they feel more comfortable when they get an answer wrong.  **Criteria for success**  Perform a T&L survey to see if this practice is embedded.  Perform a survey amongst students to see if they have noticed an increase in the quality of feedback.  This would be at the start and end of the year.  Evidence of formative feedback & Assessment should be evident in planning by departments.  **Criteria for success**  **How will we measure success**  Success will be measured by seeing a 10% increase in Wellbeing satisfaction amongst these 3 groups  T& L survey at start and end of year to see if this process is embedded.  Improved awareness by staff. This question to be added to the Wellbeing surveys.  Perform an awareness survey at start and at end of the year.  **Criteria for success**  Question on the one good adult to be added to wellbeing surveys. Surveys to be sent Oct and May to assess increased awareness.  Information from surveys will show the school how to plan learning experiences, programmes of work so that all students are engaged in their work.  Information on the staff surveys on the question relating to differentiation will have increase in percentage terms from May data 2022  **Criteria for success**  Student voice forum- monitoring satisfaction levels at the start and end of the year on this initiative.  Student wellbeing surveys start and end of year will show increase in student satisfaction in this area from start to end of year.  Student surveys on wellbeing at start and end of the year and see if there is an increase on last years surveys on wellbeing satisfaction.  Assess increased satisfaction on wellbeing surveys in this area. | **Progress & Adjustments**  **Progress & Adjustments**  **Progress & Adjustments**  **Progress & adjustments**  **SSE 2 meeting 29 /8/2022 all staff saw the still face video and were asked to reflect on it, SDP coordinator reminded them this was only an experiment but asked what about the child who does not have a parent who responds to them.**  **Progress & adjustments** | **Targets achieved**  **Targets achieved.**  **Targets achieved**  **Targets Achieved.**  **Targets Achieved.** |
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| **Targets**  **Wellbeing**  To continue to increase parents’ awareness of our child protection procedures and not just the parents association.  Aim to increase this level of awareness by 10% from May survey question last year.  Increase communication on child’s progress to the parent  **Wellbeing**  To ease the transition for first year students from primary to secondary. Monitor first year attendance for a given period this year and next year.  **Targets**  **Wellbeing**  To review policies related to wellbeing in the next year. To design a new T& L policy.  Conduct our annual reviews of Anti Bullying and Child protection policies.  **Wellbeing**  Continue to  Increase communication between the teams in the school to come up with new strategies to help the most vulnerable students  **Wellbeing including Anti Bullying**  To increase the positive interaction amongst students by 10%.from May surveys last year. That they experience interactions that are caring and respectful in their peer to peer relationships.  **Targets**  **Staff Wellbeing**  To increase staff wellbeing from the start of the year to the end of the year.  **Staff Wellbeing**  To encourage the formation of teams to address school priorities. The Principal understands the potential for building leadership capacity and seeks to develop this.  **Targets**  **1 Hour class**  To evaluate the 1 hour class and assess further training needs**.** To increase confidence levels on how to structure it by 10**%** amongst teachers  **Targets**  **Literacy**  To support the positive reading habits for students  **Literacy**  To see an increase of10% in reading proficiency from the start of the year test to the end of the year test amongst all first years**.**  **Targets**  **Literacy**  Continue to embed good teacher practice.  **Anti Bullying**  To review our Anti-bullying policy. To put in place further initiatives that promote a positive and inclusive school culture and environment  To continue to increase awareness amongst all relevant groups on this policy and its initiatives.  To involve student leadership to promote this culture so that it further becomes embedded.  **Numeracy**  Continue to encourage numeracy awareness and embed good teacher practice.  **Targets**  **Literacy and Numeracy**  To increase staff awareness of what the definition of literacy and numeracy are**.**  **All targets**  **All targets**  **Digital**  **Please see our Digital learning plan 2022- 2023** | **Actions**  Make a similar screen castify video for all parents on the 2017 child protection procedures and safeguarding statement and our risk assessment. Make a space on the website for this so all parents can see this video. Upload the screencastify video on anti bullying to the same space on website so that all parents can see it and not just the Parents Association.  Bring back physical parent teacher meetings  Make a booklet to document what to expect when coming into first year, similar to the one at senior cycle**.**  **Actions**  Review our attendance, assessment, and our sphe policy. Design a T& L policy. All polices will have the voice of children, parents and staff incorporated.  Continue to increase cross communication between the various teams by having some time at staff meetings or other meetings to do this.  Put in place workshops for students teaching them empathy skllls and communication skills so they can learn to relate to each other betterand monitor this in group work.  **Actions**  Staff meetings to resume being physical. Continue with staff wellbeing events/social events**.**  Senior Management will provide and encourage CPD in teaching and in leadership  Senior Management will empower staff to reflect on systems and processes we have in place in the school.  Senior Management will encourage staff to act up when Management are away at conferences or other school business.  **Actions**  Continued CPD via teacher sharing platform, inform new teachers of students linking in with their link partner to see what they have missed to ensure continuity.  Continue to invest in the library and in new books.  Perform first year digital literacy test.  **Actions**  Continue to encourage staff awareness with literacy through subject planning.  Review our Anti-Bullying policy and initiatives. Continue to increase whole school awareness on Anti bullying.  Continue to encourage staff engagement with numeracy through subject department planning by communicating this at staff meetings.  **Actions**  Provide CPD on the definition of literacy and numeracy to all staff.  Review previous cycles of SSE  Continue the teacher sharing platform for all staff. | **Persons responsible**  School Development Planning Co-ordinator  Senior Management  Wellbeing Co-ordinator and Wellbeing committee  Welllbeing Co-ordinator to monitor first year attendance  **Persons responsible**  SDP Co-ordinator  SST team  Guidance team  Year head team  Senior Management team  SEN Team  SNA team  Tutors  Sphe teachers  Sphe coordinator  teachers  **Person responsible**  Social Committee  Senior Management.  Teacher initiative  Senior Management  **Person responsible**  Teacher sharing platform  Senior Management  SEN Dept.  Librarian  Senior Management  **Person responsible**  Class teachers  SDP coordinator  SST team  Yearheads  BOM  Management  Class teachers  Subject departments  Sen Dept  **Person responsible**  SDP coordinator  SDP and senior management | **Criteria for success**  To see if more parents are knowledgeable about both sets of procedures  when we survey them again**.** Compare survey results next year to May survey results**.**  Improved satisfaction on wellbeing surveys  Survey students coming to first year now and in a year later to see if transition is as hard. Compare first year attendance this year and next.  **Criteria for success**  Satisfaction on wellbeing surveys  Wellbeing Framework- use the well-being statements of effective practice to measure how we are doing  Wellbeing survey to staff in October and at end of year will check if communication has increased. Add question to surveys.  Compare student Wellbeing survey results in October and end of year to see if students relate better to each other.  **Criteria for success**  Wellbeing survey at start and end of year to see if staff wellbeing has increased in relation to this issue, add a question on this to our wellbeing surveys.  Number of staff taking cpd will increase this year from last year. This will lead to staff sharing their expertise.  Increased awareness amongst staff of the bigger picture of school life and school development in addition to their classroom knowledge.  Increased confidence amongst staff to manage and resolve issues in the absence of Senior Management.  **Criteria for success**  SVF surveys on 1 hour class repeated to see if teacher confidence has increased in relation to dividing up the hour long class.  T & L survey to be conducted. Question to include a question on the library. School librarian report on levels of books borrowed.  Literacy test for first years, to be administered at beginning and end of year to assess improved literacy skills.  **Criteria for success**  Engagement with literacy evident in planning and classroom practice.  Question to be added to Wellbeing surveys in Oct and May, which will show increased awareness.  Numeracy and all targets to be a common feature of staff plans.  **Criteria for success**  Improved awareness amongst staff of these definitions, question added to survey, increased awareness by the end of the year from beginning of the year.  Improved awareness of what worked well and what did not work well in previous cycles of SSE so this learning can be applied to current cycle. | **Progress& Adjustments**    **Progress & Adjustments**  **Progress & adjustments**  **Progress & adjustments**  **Progress & adjustments**  **Progress & Adjustments** | **Targets achieved.**  **Targets achieved.**  **Targets achieved.**  **Targets Achieved.**  **Targets achieved**  **Targets Achieved** |

**The standards and statements from the looking at our schools 2022 that are being selected as a benchmark for our targets and actions are as follows:**

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| **Standard** | **Statement** |
| **Students grow as learners through respectful interactions and experiences that are challenging and supportive** | **Interactions between students and between students and teachers are respectful and positive and conducive to wellbeing. Students ask questions and suggest possible solutions confidentially. They are willing to risk incorrect responses and accept their mistakes as part of the learning process.**  **Relationships and interactions in classroom and learning areas support a positive, co-operative and productive learning environment. Students feel able to contribute their opinions and experiences to class discussion. They listen respectfully to the opinions and experiences of their classmates and others in the school community.** |
| **Students reflect on their progress as learners and develop a sense of ownership and responsibility for their learning** | **Students take pride in their work and follow the guidance they receive to improve.** |
| **The teacher has the requisite knowledge, pedagogical knowledge and classroom management skills** | **Teachers have high expectations of students’ work and behaviour and communicate these expectations effectively to students.** |
| **The teacher selects and uses planning, preparation and assessment practices that progress students learning** | **Teachers share and co-create success criteria with students so they can assess their own learning through self assessment and peer assessment and identify areas for improvement and strategies to achieve improvement.** |
| **The teacher selects and uses teaching approaches appropriate to the learning intentions and to students learning needs** | **Teachers use a range of questioning techniques effectively for a variety of purposes including the stimulation of substantial student response and the facilitation of deeper engagement with lesson content.** |
| **Teachers value and engage in professional development and professional collaboration** | **Teachers engage actively and productively with a variety of CPD providers including organised school based CPD.** |
| **The teacher selects and uses teaching approaches appropriate to the learning intentions and to student’s learning needs** | **Teachers meaningfully differentiate content and activities to cater for the varying needs, interests and abilities of students** |
| **The teacher selects and uses planning and preparation and assessment practices that progress student learning.** | **Teachers assessment practices include not only assessment of knowledge, but also assessment of skills and dispositions.** |
| **Students experience opportunities to develop the skills and attitudes necessary for lifelong learning** | **Students are aware of the key skills underpinning the curriculum and of their relevance to present and future learning.** |
| **The teacher selects and uses planning, preparation and assessment practices that progress student learning.** | **Teachers provide students with constructive, developmental oral and written feedback on their learning** |
| **Teachers work together to devise learning opportunities for students across and beyond the curriculum.**  **Empower staff to take on and carry out leadership roles** | **Students reflection and feedback on their learning are reviewed and acted upon during teachers individual and collaborative planning.**  **The principal and deputy principals encourage the formation of teams to address school priorities. The principal understands the potential for building leadership capacity, and seeks to develop this.** |

**Statements of effective practice on the 4 key areas of the Wellbeing Policy Statement and Framework for practice 2018-2023 that will be also be used as a benchmark for our targets and actions.**

**Our key area chosen is Curriculum- teaching and learning.**

**The wellbeing statements of particular relevance here are**

* **Teachers’ preparation for teaching and learning explicitly reference teaching, learning and assessment approaches that promote collaborative approaches that promote collaborative learning, peer and self assessment and a sense of achievement.**
* **Teachers design and prepare teaching/ learning approaches and assessment of learning outcomes which are differentiated for children and young people, providing adequate access, challenge and opportunities for success**
* **Teachers use opportunities to promote wellbeing across the curriculum.**
* **When an extra curricular programme is provided the school links with community based clubs and organisations to ensure it is broad, accessible and inclusive.**
* **A broad range of children and young people’s success is rewarded and celebrated to demonstrate the value the school places on all types of achievement.**