

# **SCOIL MHUIRE KANTURK.**

## **School Self-Evaluation Report and School Improvement Plan June 2024 (DRAFT)**



### **Mission Statement**

Scoil Mhuire Kanturk is a Catholic co-educational secondary school under the Trusteeship of CEIST. We are committed to educating our students to their full potential in a spirit of equality and inclusiveness that welcomes and nurtures all of the diverse abilities and talents of the various communities we serve.

### **Introduction:**

School Self-evaluation (SSE) empowers a school community to recognise and affirm good practice, and to identify and take action on areas that merit improvement.

School self-evaluation (SSE) involves reflective enquiry leading to action planning for improvement that is informed by evidence gathered within our school's unique context. The process enables schools to use this evidence to identify meaningful and specific targets and actions for improvements. SSE is supported by a quality framework *Looking at Our Schools (LAOS) 2022* which provides a set of criteria or descriptors of quality in schools.

Circular 0040/2012 requires all schools to engage in the school self-evaluation process, and set out its purpose and rationale. Circular 0056/2022 takes account of the experience of SSE to date and advises how schools can develop and use SSE in the years ahead in a way that ensures that school and system goals for equity, inclusion, teaching, learning and wellbeing can be achieved.

### **Action Plan For School Improvement:**

The third cycle of SSE 2022-2026, comprises of 2 phases:

- 2022-2023: Review Year
  
- 2023-2026

### **2022-2023 - Review Year:**

During this Review Year, a survey was conducted to analyse the effective practice of actions in SSE to date. Following on from results of this survey, many actions taken to date were deemed to be embedded in teaching practices at this point with no further monitoring required. In order to ensure SSE continues to be an inclusive and collaborative process, teams involving all staff members have been established. Wellbeing, Teaching & Learning, Curriculum, Inclusion & Digital Strategy teams have come together to suggest potential need for improvement in their particular area of focus.

## **2023-2026 - Action Plan for School Improvement:**

### **Teaching and Learning:**

“Students’ enjoyment in learning is evident and arises from a sense of making progress and of achievement.” (LAOS 2022). This statement of highly effective practice in teaching and learning underpins the need for informative, insightful and directional feedback to enable students to successfully progress in their learning experience.

#### **Action 1: Focus on Feedback (Timeframe Sept 2023- June 2024)**

In order to enhance the learning process through assessment and feedback, it is proposed to develop a hybrid model of assessment and feedback using class tests, homework assignments, projects, portfolio work etc. Each teacher is asked to give/create a pattern of feedback for their students whereby they will receive formative feedback only on one piece of their work followed by summative feedback on the next piece of work. The rationale behind this hybrid model of assessment and feedback is to centre students’ focus not just on a percentage grade, but also asking them to take encouragement and pride in successes and learn how they can improve in areas that need further development and work in their learning journey. This process is also intended to inform and enhance teaching and learning practices in the classroom.

#### **Report on Action 1:**

Staff were asked to focus on the use of formative feedback methods through the use of two stars and a wish as an initial step in this process. Staff expressed comfort with the use of such a method of feedback at a workshop held in September 2024. Evidence of formative feedback is clearly found in progress reports issued via VS Ware to parents and students in October 2023 & March 2024. An agreement on the layout of a hybrid model of assessment is to be reached by the SSE team in conjunction with staff. The SSE team, through consultation with staff, has identified the desire for staff collaboration and sharing of good practice, leading to opportunities for continued professional development (CPD).

#### **Action 2: Working towards building Capacity in Co-Teaching and further support of students with Additional Educational Needs (AEN).**

**(Timeframe Sept 2024 – June 2025).**

In order to build capacity within the school community to facilitate co-teaching, a series of Continued Professional Development (CPD) workshops will be organised for staff members. The aim of these workshops is to enhance staff knowledge in the areas of co-teaching and the integration of teaching strategies for students with additional educational needs in the mainstream classroom. In response to 33% of staff expressing an interest in CPD in the area of support of students with additional educational needs in the mainstream classroom, initial engagement took place with NCSE in Spring 2024 to plan a roll out of Staff CPD early in 2024-2025.

## **ICT use, Digital Learning in Our School and the Digital Learning Framework**

### **Action 1: (Timeframe: September 2023- May 2024)**

**Formative Assessment using Digital Portfolios:** First Year students will take part in a pilot scheme using digital portfolios in a number of subject areas. The pilot scheme aims to enhance and develop students' IT skills across a number of subject areas while also placing a focus on formative assessment.

### **Report on Action 1:**

The pilot project was undertaken with 1<sup>st</sup> Year students, which was completed in May 2024. Students and staff members engaged well with the project. Consensus from staff involved in the project is that it had a positive impact on the improvement of students' IT skills along with encouraging engagement with formative feedback around their assignments. Staff involved in the project felt that it was a worthwhile endeavour overall and could potentially be rolled out further in the school community in the future. Sharing of the work which has taken place in the past school year will be the first step then rolled out with staff consultation.

### **Action 2: Digital Learning Equipment Roll Out & Upgrade**

**(Timeframe: May 2024 – May 2025)**

Scoil Mhuire Kanturk is implementing a three-part digital strategy to enrich the learning experience for students and teachers in the 2024-2025 academic year. Actions include:

- **Equipping First Year Students:** All incoming first-year students will purchase individual devices, promoting digital literacy and fostering independent learning. The Parents Association supports the implementation of this initiative.
- **Supporting Educators with Technology:** Teachers will also be equipped with dedicated devices to utilise digital tools and resources effectively in their teaching.
- **Upgrading Classroom Technology:** Five classrooms will have their data projectors replaced with interactive smart screens to enhance classroom collaboration and engagement.

### **Wellbeing & the Impact of COVID-19:**

Schools are required to address the immediate impact of COVID-19 in individual school contexts. There is a related requirement on schools to use SSE to initiate a wellbeing promotion review and development cycle. To begin this process, the Wellbeing Team has conducted surveys of all stakeholders in our school community; Students, Staff & Parents/Guardians. Surveys have been analysed by the Wellbeing team and two areas of focus have been identified: Communication and Policies and Planning.

### **Action 1:**

#### **Policies and Planning: (Time frame Nov 2023 – May 2024)**

Increasing student and parental participation in the drafting of policies is a priority for this school year. To aid increased participation, all policies for review are being shared with parents for consultation at the Parents Association meetings. The Parents Association will share an agenda for their meetings in advance with all parents in the school community. A report from each meeting is also being distributed to parents after these meetings. Draft policies are also brought to the Student Council for consultation. All policies for review are also distributed to staff in advance of staff meetings.

### **Report on Action 1:**

Members of the student body participated in their first focus group during the academic year 2023-2024, where they were consulted on a number of areas (e.g., homework & assessment). Information gathered at this focus group was shared and informed the creation of policies in these areas. The current method of sharing information with parents with regard to policies via the Parents Association is working well. It has also led to engagement and comment from parents informing policy formation in the school. A small number of policies have also been brought to the Student Council for consultation and feedback. The SSE team acknowledges that this practice could be further improved with more frequent engagement of the Student Council in consultation around policy making moving forward.

### **Action 2:**

#### **Communication:**

Communication with all stakeholders of the school community has been identified as a further area of focus in Wellbeing this year. A focus on positive communication, where appropriate, is the main focus:

**Communication with Students & Parents:** Staff are asked to focus on communicating positively around behaviour/school work etc in school via use of positive comments in the VSWare behaviour tab. An awards/rewards scheme will be devised with Year Heads to promote positive behaviours in students. As parents have access to VSWare profiles for their children, they will view positive communication as it occurs.

**Communication of Positivity with Staff:** The Wellbeing committee will create a “shout-out” board in the staff room. All staff members will be invited to leave a note on the noticeboard to commend a colleague for a task/job that was well done.

### **Report on Action 2:**

A recent move to the school administration operating system, TYRO has further enhanced opportunities in the area of positive communication around behaviour and academic achievements of students. The timeline function makes positive & negative comments on a behaviour timeline available to parents. This function will be made available to parents in the 2024-2025 academic year. The SSE team acknowledges that the rewards scheme in recognition of positive changes around behaviour and academic achievements as the next step in this process.

### **School Self-Evaluation Team 2023-2024:**

Leader: Caitríona McNamara

Team: Denis Keating, Garvan Queeney (Oct. 24)

## Appendix 1