

Presentation Secondary School Castleisland

Self-Evaluation Report (SSE) & School Improvement Plan (SIP)

1) Introduction

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

1.1 The focus of this evaluation

A meeting of the management team in November 2020, led to the discussion of areas of focus for the beginning of a new cycle of our school's self-evaluation process. The main focus of the school self-evaluation is always on the Teaching and Learning dimension of the *Looking At Our Schools* document. We have decided to include areas of focus from the Leadership and Management dimension also. Our school has embedded the areas of focus from the two previous cycles of the school self-evaluation process. We now look to the future, not just for the three years ahead but long term, as we embedded our new strategic plan into our SSE process. Teaching and Learning in our school is directly correlated to Leadership and Management and its continued success requires looking beyond our short-term goals. Our areas of focus reflect this view. They are as follows:

- Digital Learning
- Assessment
- Active Methodologies
- School Promotion
- Wellbeing
- Strategic Planning

We have linked the area of focus to the relevant dimension and domain, then found the standard that was the best fit for that area.

Area of Focus	Dimension	Domain	Standard
Digital Learning	Teaching & Learning	Teacher Individual Practice	The teacher selects and uses teaching approaches appropriate to the learning intention and the students' learning needs.
Assessment	Teaching & Learning	Teacher's Collective/Collaborative Practice	Teachers collectively develop and implement consistent and dependable formative and summative assessment practices.
Active Methodologies	Teaching & Learning	Learner Experiences	Students engage purposefully in meaningful learning activities.
Wellbeing	Teaching & Learning	Learner Outcomes	Students have the necessary knowledge and skills to understand themselves and their relationships.
	Leadership & Management	Managing the Organisation	School leaders establish an orderly, secure and healthy learning environment, and maintain it through effective communication.
School Promotion	Leadership & Management	Leading School Development	School leaders communicate the guiding vision for the school and lead its realisation.
Strategic Planning	Leadership & Management	Leading School Development	School leaders manage, lead and mediate change to respond to the evolving needs of the school and to changes in education.

2) Findings

In this section the findings of our research are reported, the strengths that came from this research and the ‘Statement of Highly Effective Practice’ that each strength demonstrates. The ‘Statements of Highly Effective Practice’ were chosen from the relevant ‘Standard’ identified above.

Teaching & Learning			
Area of Focus	Strengths	How we know	Statement of Highly Effective Practice
Teaching & Learning	Teachers are competent and confident to teach face-to-face and remotely.	Student Council Focus Group Parent/Guardian & Staff Survey	Teachers demonstrate competence and proficiency in the pedagogical skills required in their subject area, and for developing students’ learning across and beyond the curriculum
Digital Learning	Teachers regularly engage students in collaborate activities, including through digital technologies.	Staff Survey	Teachers strategically select and use approaches to match the learning intentions of the lesson, meet the learning needs of students, and open up further learning opportunities
Assessment	Teachers constantly uses digital tools to assess our students.	Staff Survey	Teachers approach assessment as a collaborative endeavour to support students’ learning and to measure their attainment
Digital Learning & Assessment	Students are competent and confident with our online teaching platform – Microsoft Office 365.	Staff survey Student Council Focus Group	Students can, of their own initiative, transfer and apply skills learned in one context to another context.
Active Methodologies	Teacher regularly engage students in active methodologies that stimulate learning.	Staff survey Student Council Focus Group	They understand and can explain the purpose of the learning tasks they are engaged in, and can extend and develop the activity meaningfully.
Leadership & Management			
Wellbeing	Our teachers provided students with the knowledge and skills to look after their own wellbeing. This is supported by a comprehensive range of pastoral care supports and a dedicated wellbeing committee.	Staff survey	The board of management and the principal fulfil their responsibility to create and maintain a climate of security and well-being in the school. They develop and implement clear policies to ensure the safety and well-being of all students and staff.
School Promotion	All staff members regularly communicate the positive image and success of our school through our own communication channels and through local media.	Staff Survey Parent/Guardian Survey Student Survey	The principal clearly communicates the guiding vision to teachers, parents and students in a way that empowers the whole school community to translate the vision into action.
Strategic Planning	The entire staff are constantly forward thinking, to ensure the continued success of the school into the future	Staff Survey	Those in leadership and management roles are alert and responsive to the changing needs of the school.

2.1 This is what we are going to focus on to improve our practice further.

The following are the areas of focus that we are prioritising for teaching and learning and also, for leadership and management over the next three years:

Teaching & Learning

- Digital Learning
- Assessment
- Active Methodologies
- Wellbeing

Leadership & Management

- School Promotion
- Strategic Planning

3) Our School Improvement Plan (SIP)

On the next page we have recorded:

- The targets for improvement we have set for this academic year.
- 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.

School Improvement Plan (SIP)

Target Area	Actions	Persons / Groups Responsible	Criteria for Success	Progress & Adjustments	Targets Achieved
Pair & Group Activities	<ul style="list-style-type: none"> Staff will receive training on how to incorporate pair and group activities into their social distant classrooms & online remote teaching & learning. Staff will then incorporate these activities into their classes. 	<p>All teachers</p>	<ul style="list-style-type: none"> All teachers are aware of the various pair and group activities that they can use with their classes in a socially distant classroom and also in an online classroom. All teachers are confident and competent in the use of such pair and group activities. 	<ul style="list-style-type: none"> All teachers will receive training in pair and group activities. Regular check-ins at croke park meetings. All teachers and students will be surveyed at the end of the academic year to see progress made since the beginning of the year. 	<p><u>Desirable</u></p> <ul style="list-style-type: none"> All teachers will have engaged, all their classes in at least one pair and one group activity in their socially distant or online classrooms before the end of the academic year. <p><u>Required</u></p> <ul style="list-style-type: none"> Over 75% of teachers will have engaged, all their classes in at least one pair activity in their socially distant or online classrooms before the end of the academic year. Over 50% of teachers will have engaged, all their classes in at least one group activity in their social distant classroom or online before the end of the academic year.

School Improvement Plan (SIP)

<h2 style="margin: 0;">Assessment</h2>	<ul style="list-style-type: none"> All teachers will receive a copy of blooms taxonomy and each subject department will select the descriptive words that are most common in their subject area, in exam questions. All teachers will explain the meaning of these descriptive words to their students in each class group. All teachers will put the total marks on the first page and the individual marks beside each question on all exams going forward. All teachers will explain the relationship 	<p>All teachers</p>	<ul style="list-style-type: none"> All teachers can identify the most common descriptive words that appear in exam questions, in their subject/s. All teachers are aware of the importance of allocation of marks on an exam and the direct link it plays in determining the length and timing of answers. 	<ul style="list-style-type: none"> Student Council focus group will provide feedback on the level of engagement by teachers. Regular check-ins at croke park meetings. All teachers and students will be surveyed at the end of the academic year to see progress made since the beginning of the year. 	<p><u>Desirable</u></p> <ul style="list-style-type: none"> All teachers will have explained the most common ‘Descriptive’ words at the beginning of questions that apply to their subject/s by the end of the year. All teachers will put the total marks on the first page and the individual marks beside each question in every exam, by the end of the year. All teachers will have explained the relationship between marks allocated and the length of answer required and time allocation per question. <p><u>Required</u></p> <ul style="list-style-type: none"> Over 67% of teachers will have explained the most common ‘Descriptive’ words at the beginning of questions that apply to their subject/s by the end of the year. Over 19% of teachers will have put the individual marks beside each question in every exam, by the end of the year. Over 14% of teachers will have put the total marks on the first
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School Improvement Plan (SIP)

	<p>between marks allocated and the length and time given to questions in an exam.</p>				<p>page in every exam, by the end of the year.</p> <ul style="list-style-type: none"> Over 33% of teachers will have explained the relationship between marks allocated and the length of answer required and time allocation per question.
<p>Active Methodologies</p>	<ul style="list-style-type: none"> All teachers will be made aware of various active methodologies for a distant learning and online classroom, particularly digital active methodologies. All teachers will receive training from staff members and/or students in the use of digital active methodologies. 	<p>All teachers</p>	<ul style="list-style-type: none"> All teachers can identify digital active methodologies for use in face-to-face and remote classrooms. All teachers will be able to use one digital active methodology with their class groups. 	<ul style="list-style-type: none"> All teachers will receive training in digital active methodologies. Regular check-ins at croke park meetings. All teachers and students will be surveyed at the end of the academic year to see progress made since the beginning of the year. 	<p><u>Desirable</u></p> <ul style="list-style-type: none"> All teachers will have used <u>one</u> active methodology, with at <u>least one</u> of their socially distant or online classes by the end of the academic year. (Preferably digital) <p><u>Required</u></p> <ul style="list-style-type: none"> More than 60% of teachers will have used one active methodology, with at least one of their socially distant or online classes by the end of the academic year. (Preferably digital)

School Improvement Plan (SIP)

<h2 style="margin: 0;">Wellbeing</h2>	<ul style="list-style-type: none"> All staff will receive training in developing their understanding of the term ‘Wellbeing’. All staff will be given a list of wellbeing approaches for all staff, students and Parents, in the areas of physical, mental, emotional, social and spiritual health wellbeing. 	<p>All Staff</p>	<ul style="list-style-type: none"> All staff will have a broader understanding of the term ‘Wellbeing’ – which will include physical, mental, emotional, social and spiritual. All staff will be able to list wellbeing approaches for staff, student’s and parents, in the areas of physical, mental, emotional, social and spiritual health. 	<ul style="list-style-type: none"> All staff will receive training in the area of wellbeing. Regular check-ins at croke park meetings. All staff will be surveyed at the end of the academic year to check their understanding of wellbeing and the approaches to the various stakeholders. 	<p><u>Desirable</u></p> <ul style="list-style-type: none"> All Staff will have developed a broader understanding of the term ‘Wellbeing’. All staff will be able to identify wellbeing approaches for all - (Staff, Students & Parents), in the following areas: physical, mental, emotional, social and spiritual health. <p><u>Required</u></p> <ul style="list-style-type: none"> Over 20% of staff will have a broader understanding of wellbeing and will include the following aspects in their understanding: physical, mental, emotional, social and spiritual. Over 40% of staff will identify PHYSICAL supports/approaches for students. Over 45% of staff will identify MENTAL supports/approaches for students. Over 15% of staff will identify EMOTIONAL
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School Improvement Plan (SIP)

					<p>supports/approaches for students.</p> <ul style="list-style-type: none">• Over 20% of staff will identify SOCIAL supports/approaches for students.• Over 10% of staff will identify SPIRITUAL HEALTH supports/approaches for students.• Over 20% of staff will identify PHYSICAL supports/approaches for staff.• Over 25% of staff will identify MENTAL supports/approaches for staff.• Over 15% of staff will identify EMOTIONAL supports/approaches for staff.• Over 45% of staff will identify SOCIAL supports/approaches for staff.• Over 5% of staff will identify SPIRITUAL HEALTH supports/approaches for staff.
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