# **Presentation Secondary School Castleisland**

### Self-Evaluation Report (SSE) 2022 - 2026

#### 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 Senior Management and the Leader of School Self Evaluation took place in August 2022. At this meeting areas of focus were discussed for the beginning of a new cycle of our school's self-evaluation process. This is the fourth cycle of the National School Self-Evaluation Progamme. The focus of school self-evaluation is on the Learning and Teaching dimension of the *Looking at Our Schools (2022)* document, however at times there will be an overlap with the Leadership and Management dimension also. Our school has embedded the areas of focus from the three previous cycles of the school self-evaluation process. We now look to the future, not just for the four years ahead but long term, as we embedded our new strategic plan and annual Digital Learning Plan into our SSE process.

This cycle of SSE is a four year cycle, with year one being a 'Review Year'. This was a year to reflect on the impact that COVID-19 has had on the Learning and Teaching in our school and how we can move forward after the pandemic. In Year One (Academic Year 2022 – 2023), two Croke Park meetings were allocated to SSE to discuss and explore the impact that COVID had on the Learning and Teaching in our school. The four headings in which staff evaluated the past few years during the pandemic were as follows:

- Impact of COVID-19 on students educational experience and outcomes
- Impact of COVID-19 on student wellbeing
- Impact of COVID-19 on students motivation to learn
- Impact of COVID-19 on students' engagement in learning

In August 2023, our initial staff survey on the above, guided by our review year, was completed. Combining our review year and the analysis of our initial staff survey, the following four areas of focus for our SSE and subsequent SIP's were identified as follows:

- Impact of COVID-19 on students educational experience and outcomes
  - o Digital Learning
- Impact of COVID-19 on student wellbeing
  - Growth Mindset
- Impact of COVID-19 on students motivation to learn
  - Out of Class Experiences (Subject Specific)
- Impact of COVID-19 on students' engagement in learning.
  - Student Focus & Concentration

A student focus group and a parent/guardian survey on these four areas was also completed and their feedback is noted in the findings below.

We have linked each area of focus to the relevant dimension and domain and correlated with the standard that was the best fit for that area.

Specific	Dimension	Domain	Standard
Area of Focus			
Digital Learning	Learning & Teaching	Learner Experiences  Teachers Collective/ Collaborative Practice	Students experience opportunities to develop the skills and attitudes necessary for lifelong learning Teachers contribute to building whole-staff capacity by sharing their expertise
	BS	Learner Outcomes	Students have the necessary knowledge, skills and attitudes to understand themselves and their relationships
<b>Growth Mindset</b>	Learning & Teaching	Learner Experiences	Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning
		Teachers Individual Practice	The teacher selects and uses planning, preparation and assessment practices that progress students' learning
Out of Class	Learning &	Learner Outcomes	Students enjoy their learning, are motivated to learn, and expect to achieve as learners
Experiences	Teaching	Teachers Collective/	Teachers work together to
		Collaborative practice	devise learning opportunities for students across and beyond the curriculum.
		Learner Experiences	Students engage purposefully in meaningful learning
Student Focus &	Learning &		activities.
Concentration	Teaching	Teachers Individual Practice	The teacher selects and uses teaching approaches appropriate to the learning intentions and to students' learning needs.

### 2) Findings

In this section the findings of our research are reported including, our school's strengths, areas for improvement, along with the primary research methods used to gather this data. Finally, we have noted some of our key findings from our research from the various key stakeholders.

		Learning &	Teaching	
Initial	Strengths	Areas for	How we know	<b>Key Findings</b>
Area of		improvement		
Focus				
Impact of	- IT/ICT skills have	-Ensuring all	Review Year	43% of parents/guardians feel
COVID-19	improved for	physical	Staff Feedback	students IT/ICT skills have
on students	students.	classrooms are		improved. 40% of students
educational	T	print rich	C4 - CC C	agreed with this too.
experience and	- Teachers now incorporating new	environments	Staff Survey	50% of parents/guardians said
outcomes	technologies back	(including more student work on	Parents/Guardians	students struggled with social
outcomes	into the physical	display)	Survey	interaction post-COVID. 30%
	classroom.	uispiuj)	Sarvey	of students agreed with this.
		-Group work	Student Focus	3
	-Students explored	activities and	Group Survey	76% of classrooms are print
	and developed new	teamwork skills		rich environments according to
	life skills during the			teachers.
	pandemic.			404 6 4 1 4 4 6
				<b>40%</b> of teachers and <b>64%</b> of
				parents/guardians found that students struggled with
				pair/group activities.
				30% of students agreed with
\ \ \				this.
Impact of	-Our school offers a	-Students social	Review Year	64% of parents/guardians said
COVID-19	wide range of	skills	Staff Feedback	COVID had a negative impact
on student	supports.			on students wellbeing.
wellbeing	W	-Student	Staff Survey	50% of students agreed with
	-We provide a range	confidence	Danasta/Caradiana	this.
	of co-curricular and extra-curricular	-A change in	Parents/Guardians Survey	100% of teachers and 43% of
	activities to	mindset to	Survey	parents/guardians feel students
	encourage	school and life	Student Focus	need to take more ownership of
	participation and		Group	their learning.
	inclusion.	-Student self-		70% of students agreed with
		responsibility,		this.
	-We have a positive	ownership of		
	school vision,	their studies.		55% of teachers and 36% of
	culture (5 Pillars).	Ct 1		parents/guardians stated in their
	Dogular thoras	-Student resilience		opinion, that students feel there
	-Regular themed days/weeks and	resilience		is a limit to what they can learn. <b>60%</b> of students stated this
	whole school events.			also.
	Hore believe events.			

<b>T</b> . 0	m1 1 1 0	T =	D . **	(00/ 1 1000/ 0
Impact of	-The school runs fun	-Engage	Review Year	68% teachers and 29% of
COVID-19	subject-based	students in more	Staff Feedback	parents/guardians feel students
on students	weeks.	subject specific		do not have the same
motivation		activities/trips	Staff Survey	motivation post COVID.
to learn	-The school	outside of the		<b>60%</b> of students agreed with
	provides a wide	classroom.	Parents/Guardians	this.
	range of lunchtime		Survey	
	and after school	-Engage		68% teachers feel extra-
	activities.	students in more	Student Focus	curricular activities related to
		challenging	Group	their subject would increase
		activities.		student motivation.
		-Ensure each		67% of teachers bring their
		subject has a		students on a subject specific
		specific related		trip annually.
		clubs/lunchtime		
		activity		79% of parents/guardians feel
	7/			students going on subject
				specific trips annually, would
				increase student motivation.
				70% of students agreed with
				this.
				tilis.
Impact of	-Students increased	-Student focus	Review Year	59% of teachers and 71% of
COVID-19	their engagement	and	Staff Feedback	parents/guardians feel
on	with technology.	concentration	Starr recuback	technology has enhanced
students'	with technology.	concentration	Staff Survey	student engagement.
	-Students have	Attention spen	Stall Survey	70% of students agreed with
engagement	become more aware	-Attention span of students	Parents/Guardians	this.
in learning.	of the vast amount	of students		tills.
	of information	-A balanced	Survey	500/ of monorta/ayandiana and
			Student Focus	50% of parents/guardians and 40% of students, see a benefit
	available online,	approached to		
<b>\</b>	resulting in an	the use of	Group	in a digital free classroom.
	increased use of	technology in the classroom.		770/ 254221222 22 1 210/ 25
,	digital	the classroom.		77% of teachers and 21% of
	resources/websites.			parents/guardians feel students
				focus has decreased post-
				COVID.
				60% of students stated this
				also.
				770/ 6/ 1 1210/ 6
				77% of teachers and 21% of
				parents/guardians feel students
				concentration has decreased
				post COVID.
				60% of students agreed with
				this.
				73% of teachers and 21% of
				parents/guardians feel student
				engagement in class has
				decreased post-COVID.
				<b>20%</b> of students agreed also.
				-

#### 2.1 Areas of focus in order to improve our practice further.

The following are the 'Areas of Focus' that we are prioritising for Learning and Teaching over the next three years:

#### **Learning & Teaching**

- Digital Learning
- Growth Mindset
- Out of Class Experiences
- Student Focus & Concentration

### 3) Our School Improvement Plan (SIP)

On the following pages 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 and adjustments made, and when.
- Achievement of targets (original and modified), and when.

# School Improvement Plan (SIP) 2023 – 2024 (Year One)

Target Area	Actions	Persons /	Criteria for Success	Progress &	Targets Achieved
		Groups	KINIA	Adjustments	
	Teachers will receive training on the use of the	All teachers	All teachers are registered on the Canva website.	All teachers     will receive     training at	<ul> <li>Desirable</li> <li>All teachers will have engaged, at least one class</li> </ul>
Digital	online free digital platform 'Canva'		All teachers are confident and competent to show	various stages throughout the year on Canva.	group, with the use of Canva, in order to make their classrooms, print rich environments.
Learning  - Create a print rich classroom environment (through 'Canva')	• Teachers will showcase the platform to students, to assist them in the creation of material to make all classrooms, print rich environments.		their students how to use Canva, to make their classrooms, print rich environments.	<ul> <li>Regular checkins at croke park and staff meetings.</li> <li>All teachers and students will be surveyed at the end of the academic year, to see progress made since the beginning of the year.</li> </ul>	All teachers will have registered on the website Canva by Christmas 2023.      Over 30% of teachers will have engaged, at least one class, in order to make their physical classrooms, print rich environments, through the use of Canva (increased or for the first time)

# School Improvement Plan (SIP) 2023 – 2024 (Year One)

	• Teachers will	All teachers	•	All teachers will	•	All Student	Desira	<u>able</u>
	assign their			have engaged their		Council	•	All teachers will have
	students with a			students in a self-		Members will		engaged all their students in
	self-directed	Leader of		directed learning		gain new		a self-directed learning task.
	learning task, to	Student Voice		task by the end of		information on		C
	develop	& Participation		the year.		the concept of	•	Each Student Council Rep
	ownership and					a 'Growth		will present to their year
	accountability.		•	The Leader of		Mindset' at		group on the concept of a
		Student		Student Voice &		each Student	$\lambda$	'Growth Mindset'
	<ul> <li>The Leader of</li> </ul>	Council		Participation has a		Council		
Growth	Student Voice	Members		clear understanding		meeting,	Requi	i <mark>red</mark>
	and			of the concept of a		throughout the	•	At least 50% of teachers
Mindset	Participation			'Growth Mindset'.		year.	\	will have engaged their
-	will present to						\	students in a self-directed
Self-directed	the Student		•	Each Student	•	Regular check-		learning task.
learning task	Council on the			Council		ins at croke		
J	concept of a			Representative will		park, staff and	•	At least 50% of Student
	'Growth			understand the		student council		Council Reps will have
	Mindset.			concept of a		meetings.		presented to their year group
				'Growth Mindset'				on the concept of a 'Growth
	<ul> <li>Student Council</li> </ul>			and be able to	•	All teachers		Mindset'.
	Representatives			distinguish it from		and students		
	will prepare a			a 'Fixed Mindset'.		will be		
	PowerPoint to					surveyed at the	/	
	present to their					end of the		
	year group on					academic year		
	the concept of a					to see progress		
	'Growth					made since the		
	Mindset'.					beginning of		
						the year.		

# School Improvement Plan (SIP) 2023 – 2024 (Year One)

<ul> <li>Teachers will</li> </ul>	All teachers	• All teachers will	<ul> <li>Regular check-</li> </ul>	<b>Desirable</b>
research, plan		have researched	ins at croke	<ul> <li><u>All</u> teachers will have</li> </ul>
and organise a		and identified a	park and staff	brought one class group on a
subject specific		subject specific trip	meetings.	subject specific trip.
¥ ±			8	J 1 1
		J 8 1	All teachers	Required
				All teachers will have
				identified a subject specific
				trip for each year group.
				trip for each year group.
, , , , , , , , , , , , , , , , , , , ,				At least 700/ of too shows
				• At least 70% of teachers
				will have brought at least one
, / / /				class group on a subject
. / / /				specific trip.
			the year.	
	All teachers			<u>Desirable</u>
3				• <u>All</u> teachers will have
			park and staff	engaged all their students in
2		classroom week.	meetings.	a technology free-week, in
teachers will				their classrooms by the end
have a digital		<ul> <li>All teachers can</li> </ul>	All teachers	of the year.
free classroom.		identify the	and students	
<ul> <li>Teachers will</li> </ul>		benefits of a	will be	Required
plan, to ensure		digital-free	surveyed at the	• At least 75% of teachers
all activities in		classroom.	end of the	will have engaged their
their classrooms			academic year	students in a technology
during this week		<ul> <li>All teachers will</li> </ul>	to see progress	free-week in their classrooms
are digital-free.		have planned,	made since the	by the end of the year.
			beginning of	
		executed classroom		
			, , , , , , , , , , , , , , , , , , ,	
1		digital-free.		
	<ul> <li>Teachers will identify an agreed academic week, where all teachers will have a digital free classroom.</li> <li>Teachers will plan, to ensure all activities in their classrooms during this week</li> </ul>	<ul> <li>Teachers will identify an agreed academic week, where all teachers will have a digital free classroom.</li> <li>Teachers will plan, to ensure all activities in their classrooms during this week</li> </ul>	research, plan and organise a subject specific trip.  • Teachers will identify an agreed academic week, where all teachers will have a digital free classroom. • Teachers will plan, to ensure all activities in their classrooms during this week are digital-free.  • All teachers will have identified an agreed digital-free classroom week.  • All teachers can identify the benefits of a digital-free classroom.  • All teachers will have planned, organised and executed classroom activities that were	research, plan and organise a subject specific trip.  I have researched and identified a subject specific trip for each year group.  I teachers will identify an agreed academic week, where all teachers will have a digital free classroom.  Teachers will plan, to ensure all activities in their classrooms during this week are digital-free.  Teachers will and organised and executed classroom activities that were instance in sat croke park and staff meetings.  All teachers will have identified an agreed digital-free classroom week.  All teachers will be surveyed at the end of the academic year to see progress made since the beginning of the year.  Regular checkins at croke park and staff meetings.  Regular checkins at croke park and staff meetings.  All teachers will be surveyed at the end of the academic year to see progress made since the beginning of the year.

# SIP Targets – Year One Review (2023 – 2024)

Area of Focus	Target	Intervention	%	%	0/0	Target
	(Required)		Sept	June	Increase	Outcome
			2023	2024	/	
					Decrease	
Digital	All teachers will have	-Canva	15%	93%	78% +	Not
Learning	registered on the	training				Achieved
	website Canva by					
	Christmas 2023.	-Croke Park				
		(DLP)				
	• Over 30% of		25%	93%	68% +	Achieved
	teachers will have					
	engaged, at least one					
	class, in order to					
	make their physical					
	classrooms, print rich			. (		
	environments,					
	through the use of					
	Canva (increased or					
	for the first time)	C 1 D 1	4307	0207	<b>500</b> /	
Growth	• At least 50% of	-Croke Park	42%	92%	50% +	Achieved
Mindset	teachers will have	Meetings –				\ \
	engaged their students in a self-	SSE/SIP				\ <b>\</b>
	directed learning task.	-Student				\ <b>\</b>
	unceted learning task.	Council				\ <b>\</b>
	• At least 50% of	Training on				
	Student Council Reps	Growth	-	100%	100% +	Achieved
	will have presented to	Mindset				
	their year group on	17IIIGS CO				
1	the concept of a					
	'Growth Mindset'.					
Out of Class	• All teachers will have	-Croke Park	_	64%	64% +	Not
Experiences	identified a subject	Meetings –				Achieved
1 / 1	specific trip for each	SSE/SIP				
	year group.					
	• At least 70% of		62%	79%	17% +	Achieved
	teachers will have					
	brought at least one					
	class group on a					
	subject specific trip.	DIC				
		H'				
<b>Student Focus</b>	• At least 75% of	-Croke Park	_	92%	92% +	Achieved
and	teachers will have	Meetings			-	,
Concentration	engaged their	SSE/SIP				
	students in a	~~L, 511				
	technology free-week					
•	teemiere, mee week					
	in their classrooms by					

### School Improvement Plan (SIP) 2024 – 2025 (Year Two)

Target Area	Actions	Persons /	Criteria for Success	Progress &	Targets Achieved
		Groups	DT TY	Adjustments	
		Responsible			
Digital Learning - The use of Artificial Intelligence to Support and Enhance Teaching and Learning	<ul> <li>Teachers will receive training on the use of AI</li> <li>Teachers will use resources created using AI to support and enhance Learning and Teaching in their classrooms.</li> <li>Teachers will engage with peer observation to plan, learn and showcase resources created using AI</li> </ul>	All teachers	<ul> <li>All teachers will sign up for a free online account</li> <li>All teachers are confident and competent to utilise AI created resources in their classrooms</li> <li>All teachers will engage with Peer observation</li> </ul>	<ul> <li>All teachers will receive training and support at various stages throughout the year.</li> <li>Regular checkins at Croke park and staff meetings.</li> <li>All teachers and students will be surveyed at the end of the academic year, to see progress made since the beginning of the year.</li> </ul>	• All teachers will have engaged with more than one class group using AI created resources to support Teaching and Learning.  Required • All teachers will have registered with an online website by Christmas 2024  • Over 75% teachers will have engaged with at least one class group using AI created resources to support Teaching and Learning.

# School Improvement Plan (SIP) 2024 – 2025 (Year Two)

	Teachers will All teachers     All teachers	will • All Student	<u>Desirable</u>
	assign their have engag	ed their Council	• All teachers will have
	students a students in	Members will	engaged all their students in
	reflective task Leader of reflective ta	sk by gain new	a reflective task to promote
	after the Student Voice December 2	information on	positive/ growth mindset
	Christmas & Participation 2024.	the concept of	
	Exams, to	a 'Growth	Each Student Council Rep
	develop positive • The Leader	of Mindset' at	will present to their year
	reflection, Student Vo	ce & each Student	group on the concept of a
	ownership and Council Participatio	n has a Council	'Growth Mindset'
Growth	accountability. Members clear under	standing meeting,	
	of the conce	ept of a throughout the	Required
Mindset	The Leader of 'Growth M	ndset'. year.	• At least 50 will have
-	Student Voice		engaged all their students in
Self-Reflective	and • Each Stude	$\sim$	a reflective task to promote
Task	Participation Council	ins at Croke	positive/ growth mindset
	will present to Representati		
	the Student understand		<ul> <li>At least 50% of Student</li> </ul>
	Council on the concept of		Council Reps will have
	concept of a 'Growth M		presented to their year group
	'Growth and be able		on the concept of a 'Growth
	Mindset. distinguish		Mindset'.
	a 'Fixed M		
	Student Council	surveyed at the	
	Representatives	end of the	
	will prepare a	academic year	
	PowerPoint to	to see progress	
	present to their	made since the	
	year group on	beginning of	
	the concept of a	the year.	
	'Growth		
	Mindset'.		

# School Improvement Plan (SIP) 2024 – 2025 (Year Two)

	<ul> <li>Teachers will</li> </ul>	All teachers	• All teachers w		<u>Desirable</u>
	research, plan		have research		• <u>All</u> teachers will have
	and organise a		and identified	a park and staff	brought two class groups (
	subject specific		subject specific t	rip meetings.	one senior, one junior) on a
	trip.		for each year grou	ip.	subject specific experience.
Out of Class				All teachers	
Experiences				and students	Required
				will be	• All teachers will have
Subject				surveyed at the	identified a subject specific
Specific				end of the	trip for each year group.
_				academic year	, , ,
Experience				to see progress	All of teachers will have
				made since the	brought at least one class
				beginning of	group on a subject specific
				the year.	trip.
					1
	Teachers will	All teachers	All teachers will	Regular check-	<u>Desirable</u>
	identify a		have identified	ins at Croke	All teachers will have
	strategy to		strategies.	park and staff	engaged two or more class
	improve student			meetings.	groups in a focused activity
	focus in their		All teachers can		during the school year.
<b>Student Focus</b>	classroom.		identify the	All teachers	
and	<ul> <li>Teachers will</li> </ul>		benefits not using	and students	Required
Concentration	plan, to ensure		devices to improv	ve will be	• All teachers will have
_	these activities		concentration.	surveyed at the	engaged one class group in a
Focused	are given			end of the	focused activity during the
activity that	sufficient class		<ul> <li>All teachers will</li> </ul>	academic year	school year.
	time.		have planned,	to see progress	
doesn't use a			organised and	made since the	
device			executed classroo	m beginning of	
			activities that are	the year.	
			aimed at improvi	ng	
			focus.		

# SIP Targets – Year Two Review (2024 – 2025)

<b>Area of Focus</b>	Target	Intervention	%	%	<mark>%</mark>	
	(Required)		Sept	June	Increase /	
			2024	2025	Decrease	
Digital	• All teachers	Croke Park		95%	+95%	Not
Learning	will have	Meetings –				Achieved
	registered with	SSE/SIP				
	an online					
	website by	Outside				
	Christmas	training				
	2024					
	• Over 75%					
	teachers will					
	have engaged		43%	95%	+52%	
	with at least					Achieved
	one class					
	group using AI					
	created					
, ,	resources to					
	support					
	Teaching and					
	Learning.					



# SIP Targets – Year Two Review (2024 – 2025)

Growth	A + loag + 500/	Croke Park	43%	95%	+52%	Achieved
	• <u>At least 50%</u>		4370	9370	F3270	Acmeved
Mindset	will have	Meetings –				
	engaged all	SSE/SIP				
	their students					
	in a reflective					
	task to					
	promote					
	positive/		100%	60%	-40%	Not
	growth					Achieved
	mindset					
	• At least 50%					
	of Student					
	Council Reps will have					
	presented to					
	their year					
	group on the					
, 7	concept of a					
	'Growth					
	Mindset'.					\ \
						\ \
			5.10.1		1.501	
Out of Class	• <u>All</u> teachers	Croke Park	64%	80%	+16%	Achieved
Experiences	will have	Meetings –				
	identified a	SSE/SIP				
	subject					
	specific trip					
	for each year					
	group.					/ /
			79%	80%	1%	Achieved
	All of teacher	S				/ /
	will have					/ /
	brought at					
,	least one class	s	7 /			
	group on a					
	subject					
	specific trip.					
	specific dip.					
Student Focus	All topohoma	Croke Park		95%	+95%	Not
and	• <u>All</u> teachers			93/0	7370	
Concentration	will have	Meetings –	- ~1			Achieved
Concentration	engaged one	SSE/SIP				
	class group in					
	a focused					
	activity durin	g				
	the school					
	year.					

# School Improvement Plan (SIP) 2025 – 2026 (Year Three)

Target Area	Actions	Persons / Groups Responsible	Criteria for Success	Progress & Adjustments	Targets Achieved
Digital Learning - The use of Artificial Intelligence to Support and Enhance Teaching and Learning	<ul> <li>Teachers will use AI to enhance planning and classroom resources</li> <li>Teachers will use and reuse resources created using AI to support and enhance Learning and Teaching in their classrooms.</li> <li>Teachers will seek out and attend AI related CPD to support their work</li> <li>Teachers will share useful resources created with colleagues</li> </ul>	All teachers	<ul> <li>Teachers are confident and competent to utilise AI created resources in their classrooms</li> <li>Teachers will use AI to create a bank of resources for use in the classroom</li> </ul>	<ul> <li>Regular checkins at Croke park and staff meetings.</li> <li>All teachers and students will be surveyed at the end of the academic year, to see progress made since the beginning of the year.</li> </ul>	• All teachers will have engaged with at least two class groups using AI created resources to support Teaching and Learning, one senior, one junior.  Required  • 100% of teachers will have engaged with at least one class group using AI created resources to support Teaching and Learning.

# School Improvement Plan (SIP) 2025 – 2026 (Year Three)

	Teachers will     assign their	All teachers	All teachers will     have engaged their	All Student Council	Desirable  • All teachers will have
Growth Mindset - Self-Reflective Task	assign their students a reflective task after the Christmas Exams and one class test, to develop positive reflection, ownership and accountability.  • The Leader of Student Voice and Participation will present to the Student Council on the concept of a 'Growth	All teachers  Leader of Student Voice & Participation  Student Council Members	<ul> <li>All teachers will have engaged their students in two reflective tasks</li> <li>The Leader of Student Voice &amp; Participation has a clear understanding of the concept of a 'Growth Mindset'.</li> <li>Each Student Council Representative will understand the concept of a 'Growth Mindset' and be able to distinguish it from a 'Fixed Mindset'.</li> </ul>	Council Members will gain new information on the concept of a 'Growth Mindset' at each Student Council meeting, throughout the year.  Regular check- ins at Croke park, staff and student council meetings.  All teachers and students	<ul> <li>All teachers will have engaged all their students in two reflective tasks to promote positive/ growth mindset, one after the Christmas tests and one class test</li> <li>Each Student Council Rep will present to their year group on the concept of a 'Growth Mindset'</li> <li>Required         <ul> <li>At least 75% will have engaged all their students in a reflective task to promote positive/ growth mindset</li> <li>At least 75% of Student Council Reps will have</li> </ul> </li> </ul>
	Growth Mindset.  • Student Council Representatives will prepare a PowerPoint to present to their			and students will be surveyed at the end of the academic year to see progress made since the beginning of	Council Reps will have presented to their year group on the concept of a 'Growth Mindset'.
	year group on the concept of a 'Growth Mindset'.			the year.	

# School Improvement Plan (SIP) 2025 – 2026 (Year Three)

Out of Class Experiences - Subject Specific Experience	Teachers will research, plan and organise a subject specific trip.	All teachers	All teachers will have researched and identified a subject specific trip for each year group.	<ul> <li>Regular checkins at Croke park and staff meetings.</li> <li>All teachers and students will be surveyed at the end of the academic year to see progress made since the beginning of the year.</li> </ul>	All teachers will have brought two class groups (one senior, one junior) on a subject specific experience.  Required     All teachers will have identified a subject specific trip for each year group.  All of teachers will have brought at least one class group on a subject specific trip.
Student Focus and Concentration - Focused activity that doesn't use a device	<ul> <li>Teachers will identify a strategy to improve student focus in their classroom.</li> <li>Teachers will plan, to ensure these activities are given sufficient class time.</li> </ul>	All teachers	<ul> <li>All teachers will have identified strategies.</li> <li>All teachers can identify the benefits not using devices to improve concentration.</li> <li>All teachers will have planned, organised and executed classroom activities that are aimed at improving focus.</li> </ul>	<ul> <li>Regular checkins at Croke park and staff meetings.</li> <li>All teachers and students will be surveyed at the end of the academic year to see progress made since the beginning of the year.</li> </ul>	All teachers will have engaged two or more class groups in a focused activity during the school year, one junior, one senior.  Required     All teachers will have engaged one class group in a focused activity during the school year.