



**Our School Self-Evaluation Report and School Improvement Plan
Working Document 2022-2024**

1. Introduction

This document records the findings of this school self-evaluation (SSE) and our school improvement plan (SIP). We have included targets and the actions we will implement to meet these targets.

1.1 The focus of this evaluation

We undertook self-evaluation of wellbeing promotion during the period September 2022 to May 2023. We evaluated the following aspects of wellbeing promotion:

- Relationships & Partnerships
- Policy and Planning

2. Findings

2.1 This is effective / very effective practice in our school

- Students feel school staff are supportive, modelling openness, respect and listening in their interactions with them.
- Students feel the school encourages them to respect and accept people (82% from survey)
- The school provides a broad extracurricular programme based on student interests.
- There is a positive approach to behaviour management in the school where issues are resolved with respect, fairness and consistency.

2.2. This is how we know

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

- Results from student, teacher and parent surveys
- Review from student, teacher and parent focus groups

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.

- Improve communications between teachers and parents
- Make adjustments to Tutor Time to better support the promotion of Wellbeing
- Students' interactions with each other and staff during disagreements

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**

Our Improvement Plan

Timeframe of this improvement plan is from 2022 to 2024

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>1. Increase the percentage of teachers who communicate to parents /guardians/carers when things are going well from 43.5% to 75%.</p>	<ul style="list-style-type: none"> In the month of October, all staff (including ASNs/caretaker/school admin) will send at least one post card home to a student. 	<ul style="list-style-type: none"> All staff 	<p>20+ post cards will be sent by October midterm</p>	<ul style="list-style-type: none"> A physical log of postcards sent is available in the office to track number posted 	Achieved
	<ul style="list-style-type: none"> Staff induction to include a tutorial on the use of VSware points 	<ul style="list-style-type: none"> Management 	<p>Tutorial on VSware points given during induction week</p>	<ul style="list-style-type: none"> Tutorial given by Matt during induction week to staff and reminders sent to parents via the school app 	Achieved
	<ul style="list-style-type: none"> Management to monitor VSware points and speak to staff if they are not being used appropriately 	<ul style="list-style-type: none"> Management 	<p>Management monitor VSware points</p>	<ul style="list-style-type: none"> DP and year coordinators have ongoing conversations with staff around points (in person and via email). Principal reports to Board of Management on the use of points before the end of the academic year 23/24. 	Ongoing

<p>2. Promote parents /carers/guardians use of VSware in monitoring learner's behaviours, both positive and negative, from 10% of this year's focus group to 50% of next year's.</p>	<ul style="list-style-type: none"> • Send app notification to parents once a month reminding them to monitor learner's behaviours, both positive and negative. • IT department to create a video tutorial for parents/careers/guardians on how to use VSware • Teachers to reference the VSware points attributed to a learner in the PTM 	<ul style="list-style-type: none"> ➤ Office ➤ Digital Strategy Team ➤ All subject teachers 	<p>An App VSware reminder notification is sent once a month.</p> <p>DST create and send a tutorial on how to view VSware points by the end of September.</p> <p>Teachers discuss relevant VSware points during Parent Teacher Meetings.</p>	<p>Email to office to enquire about this (how is it going/can we improve) on 21/02/ 24</p> <p>DST decided we would be moving to Compass in the next academic year and training on how to use Compass would commence at conversion time.</p> <p>The DST gained 2 new leaders (3 in total) as well as a body of student representatives in each year group to help delegate issues.</p> <p>Reminder emails sent by NH to teachers ahead of PTMs to remind all to reference VSware points in conversations</p>	<p>Postponed</p> <p>Achieved</p>
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<p>3. Reduce the percentage of staff who feel that they are ‘sometimes’ communicated to in a respectful manner by parents and other staff members from 56.5% to 15%</p>	<ul style="list-style-type: none"> Restorative Practice training for all staff during induction 	<ul style="list-style-type: none"> ➤ RP Team 	<p>Booster session of RP delivered to all staff on week 1.</p>	<p>BC and NH led an introductory session and a booster session to RP during staff induction on Week 1. All new tutors and Year Coordinators now fully trained in Getting Started with RP. Planning to deliver stage 2 of training in March/April</p>	<p>Achieved / ongoing planning</p>
	<ul style="list-style-type: none"> Implementing Team bonding exercises e.g. RP circles into staff meetings regularly, staff wellbeing event 	<ul style="list-style-type: none"> ➤ RP Team, Wellbeing Team, Management 	<p>Wellbeing activities included in 4 staff meetings (preferable one a term)</p>		
	<ul style="list-style-type: none"> Restorative Practice Workshop for parents 	<ul style="list-style-type: none"> ➤ RP Team 	<p>RP training delivered to parents</p>	<p>Planning with other schools in progress</p>	<p>Ongoing planning</p>

<p>4. Increase the percentage of staff who feel that they are 'almost always' communicated to in a respectful manner by 20%</p>	<ul style="list-style-type: none"> • Page 152/153 on low-level behaviours and how to respond in handbook printed and put up in staff room and also included at end of weekly bulletin for first two months of year and again halfway through the year • Teachers to set all of their classes clear and consistent expectations. If not followed teachers refer to page X of handbook to deal with • Wellbeing Week to include events that focus on building student-teacher relationships eg: Check and connect circles during Tutor Time 	<ul style="list-style-type: none"> ➤ SSE Team ➤ Deputy Principal ➤ All teachers ➤ Wellbeing Team 	<p>Page 152/153 is displayed in the staff room.</p> <p>Page 152/153 is included in weekly bulletin</p> <p>Students know the expectations of their teachers and what happens if these are not followed</p> <p>Two events during Wellbeing week are aimed at building student-teacher relationships - check when this is</p>	<p>A screenshot is inserted and is referred to at pinch points of the year.</p> <p>'Ready to learn' is consistently referred to by all teachers and reminded of in the teachers weekly bulletin and at school assemblies for students</p> <p>Mental Health Awareness Week 9th -13th of October</p> <ul style="list-style-type: none"> - Guards came in to do Online Safety Talk 1st years - 2nd years had a boxing workshop - 3rd years had a bonding nature with teachers - Intuitive eating talk TYs - Clan Markievicz organised a bake sale for Pieta House 	<p>Achieved</p> <p>Achieved</p> <p>Ongoing</p> <p>Achieved</p>
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				<ul style="list-style-type: none"> - TT did journaling, meditation and physical activity - Posters designed to highlight wellbeing indicators and displayed around school - Poetry written on mental health and displayed by school 	
<p>5. Maintain the percentage 90% of learners who feel that their interactions with other learners are 'almost always' of a respectful nature</p>	<ul style="list-style-type: none"> • Amend Restorative Practice element of Tutor Time planning to include more role plays and activities that allow students to practice being restorative (student led) 	<ul style="list-style-type: none"> ➤ RP Team and tutors 	<p>RP lessons during Tutor Time include role plays for practise</p>	<p>Completed by tutors after they received the Getting Started with RP training by NH and BC.</p> <p>Check in with EMcG and RR and MC on further TT sessions which offer deeper understanding and exploration</p>	<p>Achieved</p> <p>Ongoing</p>
<p>6. To have an established an up-to-date RSE policy in place by the end of the 23/24 academic year.</p>	<ul style="list-style-type: none"> • Review the RSE policy by distributing to RSE policy team for feedback at the end of Term 2. 	<ul style="list-style-type: none"> ➤ RSE Team 	<p>RSE Team have reviewed current policy and made the necessary changes.</p>	<p>Up for review at Spring break by RSE Team</p>	<p>Achieved</p>