



# Cashel Community School

## Our Self-Evaluation Report and Improvement Plan

2023/24

### 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.

#### 1.1 Outcomes of our last improvement plan from September 2021 to June 2022

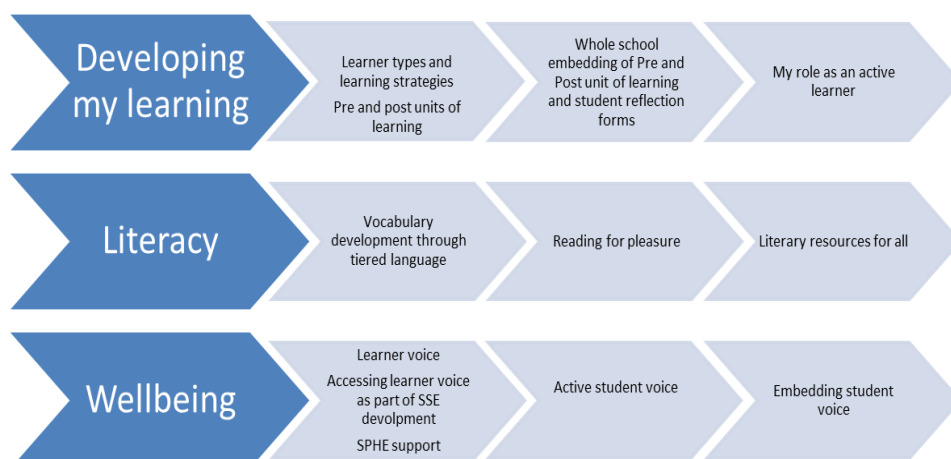
##### LOAS document

- *Taking Stock: Results from four google forms surveys were analysed and results showed parental concern regarding the ongoing impact of Covid, staff identified the priority needs of the school going forward and strands for SSE were decided upon.*
- *It was acknowledged that the digital policy and wellbeing are compulsory part of SSE process within the school*
- *Learning strategies continue to be an integral part of the student's learning experience in CCS and the school developed a Junior and Senior "Developing my learning initiative"*
- *A decision has been made to develop Pre and Post units of learning for Junior Cycle and to focus on Article analysis with Senior students*
- *TY groups created a digital portfolio using google sites for storage, showcase and reflection on learning. Students spoke at their virtual Grad night about these portfolios and they showcased some of their work.*

#### 1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning and used the year to take stock during the period (Sept/2022) to (May/2023). We evaluated the following aspect(s) of teaching and learning:

# Cashel Community School School Self Evaluation Plan 2023/2026



## **Literacy:**

1. It is planned to use tiered language with all Junior cycle students and key words to improve subject specific vocabulary. Staff have identified key words and tiered language for their subject areas and these have been included in SLD. Students will be encouraged to refer to SLD and to use this vocab in pre and post units of learning forms.
2. Whole school resources will be added to on school documentation in compass and the SLD will be updated with reflective language over the course of the year.
3. Senior cycle students will focus on improving their reflective and analytical skills through the use of comprehension pieces based on their units of learning.
4. Ty students will use e portfolios to improve their literacy skills in each subject area.
5. SEN students will be assessed at the start of the year and at the end of the year to see if there is an improvement in literacy levels.
6. SEN vocabulary booklets have been developed to help students with additional needs and these will be used by three subject departments initially.

## **Developing my learning**

1. Students in Junior cycle will be encouraged and taught how to develop their learning through the provision of inhouse training in specific learning strategies.
2. Target groups in Junior Cycle will engage with Pre and Post units of learning forms.
3. Parents will be informed through the compass app on progress in Developing my Learning throughout the school year.

4. Transition Year Students will use 'google sites' to create digital portfolios. Reflection is a central theme when building their portfolio. This will enhance the student's toolbox of skills to enable greater cognitive engagement, analysis and evaluation skills. This will be strengthened by the digital learning platform where students, especially 1<sup>st</sup> years and students new to the school are tutored in the usage of G-suite.
5. Students will be encouraged to identify what type of learner they are and which learning strategies work well for individual subject areas/tasks.

### **Wellbeing**

1. Target groups of Junior Cycle students will use Pre and Post units of learning forms to identify what wellbeing skills are being covered in classes and reflect on how these will help their progress and their wellbeing.
2. Student voice will be included in staff meetings/ SIP meetings and in assemblies going forward.
3. Learner voice meetings will ascertain students views on the wellbeing programme.
4. Student council meetings will also harness student voice on learning strategies and their effectiveness.

## **2. Findings**

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

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

1. Staff and students have become more proficient in utilising the digital learning platform on Google classroom due to on-going support from the Digital Team and outside agencies.
2. The Compass app has become an effective forum for communicating with students, staff and parents.
3. Comprehensive support material has been uploaded on the compass app under 'school documentation' to assist teaching and learning in the school community. This has been made available to teachers, parents and students.
4. Collaboration has improved due to the use of google classroom and google drive not only between teachers and students but also by subject departments and various other teams in the school community e.g. healthy eating committee/SSE committee/ school teams

5. Student voice is central to all research carried out by the SSE team either by surveys on google forms, participating in focus groups or communications with the student council and changes have been made to our work practices based on this feedback
6. The SSE website has been updated and work is continuing on how to make it more visual and accessible to the whole school community.
7. A word bank continues to be developed in each subject department and students are actively engaged with Pre and Post units of learning which covers all strands of our SSE targets.
8. Senior students receive study skills training facilitated by the Guidance team.

## **2.2. This is how we know**

*List the **evidence sources**. Refer to students' dispositions, attainment, knowledge and skills. Google forms surveys were carried out over the course of 2022/2023 and the results of these have been analysed by staff, senior management and at Board level.*

*Impact of Covid 19- Parents survey*

*Staff survey - classroom learning strategies*

*Staff survey on SSE strands going forward*

*SSE staff review and feedback*

Building on the findings from the previous academic year further research was carried out in 2022/23.

### **1. Impact of Covid 19- Parents survey findings**

*63% of parent's felt that Covid 19 had a lasting impact on their child's wellbeing*

*25% of parents felt that their child's anxiety levels had increased following Covid*

*48% of parent's felt that their child had lost interest in activities*

*66% of parents felt that Covid had impacted on their child's motivation to learn*

### **2. Staff survey on classroom learning strategies findings:**

Classroom learning strategies survey highlighted that staff feel that combined reading and writing strategies and reflective language strategies are a priority going forward.

### **3. Staff survey on SSE strands going forward**

Staff agreed to two or more SSE strands going forward and selected Developing, managing and engaging with student learning and Literacy as the strands they felt would most benefit our student's learning needs going forward.

### **4. SSE staff review and feedback**

Staff overwhelmingly committed to using pre and post units of learning forms with students to help improve literacy through tiered language, encourage reflection on learning strategies and highlight wellbeing skills being developed

Through the survey teachers highlighted what had made them more competent:

Engaging with learning strategies and promoting the use of these with students.

Using reflective language in post-test reviews, in CBA reflective tasks and in assessment tasks.

*Recommendations from teachers:*

Trial the use of Pre and Post units of learning forms initially amongst SSE committee with a view that all second-year teachers would use these by the end of the school year.

Formation of and lesson with learner voice group will help inform whole school decision making going forward.

Continue to promote the student as an active agent in their own learning by embedding learning strategies with relevant year 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.*

- Continue to use the specific department word banks to communicate **key words and tiered language with students**
- **Collaboration:** Continue to strengthen the use of the shared folders on the shared google drive. Building on the climate of sharing resources amongst colleagues and utilisation of the G suite, Compass and Google Docs amongst staff & staff and staff & students.
- 1st and 2nd Years will continue to receive **training** from the digital team on how to utilise google classroom effectively for consolidation of learning.
- **Promotion of student voice** through surveys, learner voice group and student council and student voice at SIP and staff meetings and assemblies.

- **SSE tab on website:** further development of the SSE tab on our school website the main focus being to make it user friendly. The vision is to provide a forum where parents and students can access clear relevant information which will strengthen their learning in literacy, numeracy and relevant topics.
- Greater monitoring of individual progress: by continuing to encourage more targeted discussions within departments regarding student progress.
- **Connecting Cards, Note Taking, Graphic Organisers and Flash Cards** will be made available to all students from their Year Heads and those attending evening study will have access to templates in their study classroom to encourage greater engagement in their learning.
- To **strengthen engagement in learning** through teaching 1st years how to **organise their learning** in various ways as outlined in the School Improvement Plan and carry this through with 2nd years.
- Continue to support **Literacy** initiatives as outlined in the School Improvement Plan including the DEAR programme and the use of reflective language.
- To **complete the targets** on the actions outlined in the School Improvement Plan 2023-24.

### 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**

Targets	Actions	Who is Responsible	Criteria for Success
<b>Strand 1</b> <b>Developing My Learning</b>			
1. Develop Whole school community awareness of the SSE Targets this year	Present to BOM, Students, Parents & Staff  Produce & Publish SSE Target Graphics and SSE Poster	ETY SSE committee  ETY Office staff	
2. To engage staff in identifying which of the various learning strategies works best in their subject area and to use that information for strengthening student learning	1. Provide an SSE whole staff training day  2. Use Google form on student learning strategies  3. Inform staff about Chat GPT And Google bard and its uses in the classroom  4. Pre and Post units of learning workshops	SSE Committee  MK AD PC AOD  ETY JMY	
3. To include these new Pre and Post unit of learning template and include reflective language in our SLD for the coming year 2024	Templates have been presented to staff, amended and final version trailed with SSE committee teachers.  Reflective language sentence structures to be included in SLD diaries	SSE Committee  AOD All staff	
4. To involve student and parent voices more in the SSE vision	Communicating ideas with the student cohort and parent council and listening to their feedback. Sharing results of various evaluations/ improvements to both cohorts	SSE Committee  JM Learner voice group Student council Parents council	
5. To assess how frequently students use the SLD as a resource and to impart this knowledge to staff as a springboard	To get students in fifth year evaluate the use of resources in SLD and their frequency of use of these resources	Google form survey compiled by ETY	
6. Develop strategies that will promote and embed SSE strands within the	Distribute & promote connecting cards/Flash Cards to teachers and students	Year heads JOB All staff	

learning & Teaching environment	To survey staff about their promotion of the resources in SLD with students	PC MM	
<b><u>Strand 2</u></b> <b>Literacy</b>			
To reinforce and embed the school's literacy plan	To get students utilising the identified subject specific Tiered Vocabulary in their SLD  To trial the use of pre and post units of learning forms with a view to whole school embedding in year 2  To use note taking and analytical comprehensions on units of learning at senior cycle	All staff SSE Committee PC	
<b><u>Strand 3</u></b> <b>Wellbeing</b>			
1. Determine student wellbeing priorities 2023-26	Conduct a student specific survey/ establish a learner voice group  Identify three areas to focus on going forward	Students Council Student voice coordinator SSE Team Guidance Team Senior Management	
2. Determine parent wellbeing priorities 2023-26	Conduct a parent's specific survey/ focus group	Parents association SSE Team Guidance team Senior management	
3. Develop student voice	Conduct surveys on what assessments students find effective, what learning strategies students use	Senior Management SSE Team	