St Kieran's College
College Road, Kilkenny
61560J

School Self Evaluation Report and Improvement Plan

2022 - 2025

Introduction

School Self Evaluation (SSE) is a process that schools all over the country are currently engaged in. It is a "collaborative, inclusive, and reflective process of internal school review".

The process of School Self Evaluation involves gathering information from a range of sources about the quality of teaching and learning in our school, and then making decisions. It culminates in the development of a School Improvement Plan which sets targets for improvement in certain areas.

This school self evaluation report is based on findings at the end of the academic year 2021-2022, into continuous improvement of *teaching and learning.* This report also outlines the initiation process of a 'wellbeing promotion review and development policy' as set out by the Department of Education and Skills.

School Context

St Kieran's College, as Ireland's oldest all-boys Catholic Secondary School, continues its founding aim of the pursuit of real excellence in education and formation, in the light of the Gospel, so as to allow all our students to realise the fullness of their potential. Academically, spiritually, physically and emotionally our students are encouraged to strive for all that is possible in the relentless pursuit of perfecting their individual gifts and talents. In so doing they bring to life the joy intended by our motto, "Hiems Transiit", for themselves, those they love and the community where they will live, serve and lead.

Outcomes of our last Improvement Plan 2016-2022
Target Areas Identified in SIP 2022

Teaching and Learning
- To encourage the use of formative feedback in setting goals for improvement amongst students.
- To involve students in the creation of success criteria as a class group.
- To further embed reflection in learning and teaching.

Wellbeing
- To initiate a wellbeing promotion review and development cycle.
- To set up a wellbeing team.
- To conduct surveys to identify strengths and targets for improvement within the four key areas of wellbeing promotion.
- To identify one key area for improvement and subsequently use indicators of success to highlight areas of 'effective practice for all' and 'effective practice for some and few'.

Methodology used in School Self-Evaluation Report and School Improvement Plan

This School Self-Evaluation Report and School Improvement Plan is based on data gathered through both qualitative and quantitative methods. This included:
- Parents' online survey
- Student online surveys
- Student questionnaires
- Focus group discussions with students
- Focus group discussions with Students' Council members
- Teachers' online surveys
- Staff discussion

Summary of the main strengths

AFL/Assessment and Reporting

Success Criteria
- The number of students saying they create success criteria with their teacher has increased by 6.5% and practice in this area is 'effective'.
- The number of students saying that they use success criteria in most classes has increased by 6.8% in a twelve month period.

Formative feedback
- Formative Feedback on termly reports has significantly improved as per management and teacher observations.

- Feedback from students shows an increase of 7.2% in the number of students who understand the term formative feedback.
- There has been an increase of 8.7% in the number of students who agree that teachers provide useful formative feedback on work regularly.

Reflection

As observed by teachers and members of the PLG, reflection is becoming a more regular part of teaching and learning, particularly in the case of class groups completing CBA's. A number of subject departments now include a reflection section on termly exams.

Summary of the main strengths from staff, student and parent wellbeing review surveys.

Culture and Environment
- The school is welcoming and accessible to all.
- The physical environment of the school is well maintained.
- The link between physical activity and wellbeing is understood and considered important.
- Indoor and outdoor space is provided to encourage informal physical activity and to promote full participation in the PE curriculum.

Relationships and Partnerships
- Respectful relationships exist between members of the school community.
- The school is proactive and effective in preventing and tackling bullying.
- Promotion of positive relationships between students by supporting older students to lead in systems such as mentoring etc.

Curriculum
- Constructive feedback is given to students on their work and behaviour.
- Delivery of SPHE and RSE curriculum.
- Provision of PE.
- A broad and balanced curriculum is available.
- There is a high level of engagement in a range of sporting and extra-curricular activities.

Policy and Planning
- A high percentage of stakeholders agree they have a voice in issues relating to the development and implementation of school policy.
- There is good collaboration between staff, parents and external support services in order to support students with additional needs.
- There is a promotion of healthy eating in the school.

- A high percentage of stakeholders agree there is sensitivity towards the sharing of confidential information.

Summary of main areas requiring improvement

- Upon analysis of all surveys and feedback received from stakeholders the key area identified as a target for improvement is that of 'Culture and Environment'.
- To carry out a review of assessment practices in our school community, taking into consideration the wellbeing of staff and students, while maintaining current high standards and expectations in relation to assessment.

Part Two:School Improvement Plan

Actions and Targets for the School Improvement Plan 2022-2025

Assessment
- To carry out a review of assessment practices in our school community.   - To consider the wellbeing of staff and students in relation to assessment practices and policy.   - To maintain current high standards and expectations of assessment while carrying out the review.
Timeframe for action 2023 - 2025
Review Date End of 2023/2024, beginning of 2024/2025 academic year

Wellbeing
- To improve and increase awareness of the importance of wellbeing in developing and creating a positive school 'Culture and Environment'.   - To further develop the role and understanding of all members of staff , school leaders and management in supporting learning for and learning about wellbeing.   - To promote the language and indicators of wellbeing in the school community.
Actions Required   - Commit to using the language of wellbeing in teaching and learning.   - Create displays around the school and in classrooms in order to heighten awareness and promote visibility of wellbeing within the school environment.   - Be proactive in meeting the professional development needs of teachers and facilitate CPD in the area of wellbeing.   - SSE team will liaise with the wellbeing team as necessary in relation to the above actions.
Timeframe for action 2023/2024
Persons Responsible SSE team will lead the promotion and development of wellbeing in the culture and environment of our school. All members of staff and management have a pivotal role in promoting wellbeing in daily practices and activities.
Review Date 2024/2025