

OUR SELF-EVALUATION REPORT 2023/2024



In the previous year, we actively incorporated student voice and their results into our improvement plan. Our focus included exploring retrieval practice in the classroom, enhancing the digital skills of first-year students, nurturing digital citizenship, and commencing our review of wellbeing promotion. In April, we conducted an assessment to pinpoint both strengths and areas needing improvement.

Digital Skills and Digital Citizenship

1st Year Digital Skills Survey:

- Microsoft Teams skills saw an 8% increase, OneDrive skills 12%, Outlook skills 8%, OneNote skills 6%, Office 365 8%, Word 14% and School device settings familiarity increased by 4%.
- Post-course comments show enhanced understanding, appreciation, comfort, proficiency, and engagement with digital tools.
- We must enhance awareness of the acceptable usage policy and prioritise ongoing education for students regarding the evolving changes in digital platforms.

Enhance awareness of Digital Citizenship across the entire school community:

- Students appreciated the digital citizenship awareness, but they would prefer more activity-based learning rather than limiting it to just Safer Internet Week and SPHE.
- In the future, the digital skills course will integrate digital citizenship for first-year students.
- We will adapt the course based on feedback from student voice to align with the ever-changing world of digital technology.

Teaching and Learning

Retrieval Practice in the classroom:

- Retrieval practice is a teaching strategy that encourages students to recall facts, concepts, or events from memory. Frequent opportunities for retrieval help embed the material, aiding long-term retention. Additionally, it assists absent students in catching up and reinforces content for future lessons.
- Retrieval practice was initially utilised in class, but its frequency increased after internal professional development sessions.
- With familiarity with one-hour classes, retrieval practice integration will increase.

Wellbeing

Student Support:

- Several focus groups convened with year heads, staff, and management to assess school's student support systems, informing potential structural adjustments.

Community Partnerships and External Supports:

Target: Jigsaw OGS portal resources on mental health promotion.

- Students seek reminders & channels for mental health support.
- Parents want info & resources on youth mental health.

Target: LGBTQ+ inclusive lesson content

- LGBTQ+ inclusion now evident in some subject plans, more progress needed for broader representation.

This is what we did to find out what we were doing well, and what we could do better:

We conducted numerous surveys and focus groups involving different student cohorts, faculty members, year coordinators, administrators, and parents.

This is what we are now going to work on:

1. AUP awareness sessions tailored for 1st-year students.
2. Implementing a structured digital skills program.
3. Introducing more interactive activities to raise awareness of Digital Citizenship.
4. Enriching class curriculum with topics on AI, Bias, and Mis/Disinformation.
5. Enhancing internal professional development opportunities for teaching and learning.

This is what you the parents/ guardians can do to help:

1. Encourage daily shutdown of student devices to aid performance and encourage best practice.
2. Reminder not to store work/files on the device desktop or hard drive where possible and to store all work in their OneDrive/online to maintain device cleanliness and efficiency.
3. Encourage discussions on the significance of Digital Citizenship in modern society.

4. Offer positive reinforcement for engagement in retrieval practice, promoting a growth mindset emphasising learning from mistakes and perseverance.

Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do.

School time and holidays

The Department requires all post- primary schools to have **166 school days** each year.

This year we had school days, from August 24th 2023 to May 31st 2024. Our school week is 28 hours.

The Department sets out a **standardised school year and school holidays**.

This year we took all our school holidays within the permitted time. **YES / NO**

The Department sets out arrangements for **parent/teacher meetings and staff meetings**.

This year we had 6 parent/teacher meetings and 7 staff meetings, all in line with the Department's regulations.

Looking after the children in our school

The Department requires schools to follow the *Child Protection Procedures* it has set down.

Our board of management has agreed in writing to do this. **YES / NO**

All teachers know about the *Procedures*, and we have told all parents about them and how we follow them. **YES / NO**

Our Designated Liaison Person (DLP) is **Ronan Walsh** and our Deputy DLP is **Deirdre Mullen**.

Enrolment and attendance

The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.

We have an admissions policy, and it is published. **YES / NO**

We reviewed (and updated) our admissions policy on: May 30th 2024.

We keep accurate attendance records and report them as required. **YES / NO**

We encourage high attendance in the following ways: Pastoral care system, School Counselling, Specific Timetables, Student Reports, Attendance Monitoring,

This is how you can help: Support in this area not required at this time.

Positive behaviour for a happy school

The Department requires schools to have a code of behaviour and asks us to consult parents and children about it. We do this. **YES / NO**

Our code of behaviour describes and supports positive behaviour. **YES / NO**

We have a very clear and high-profile anti-bullying policy in our school. **YES / NO**