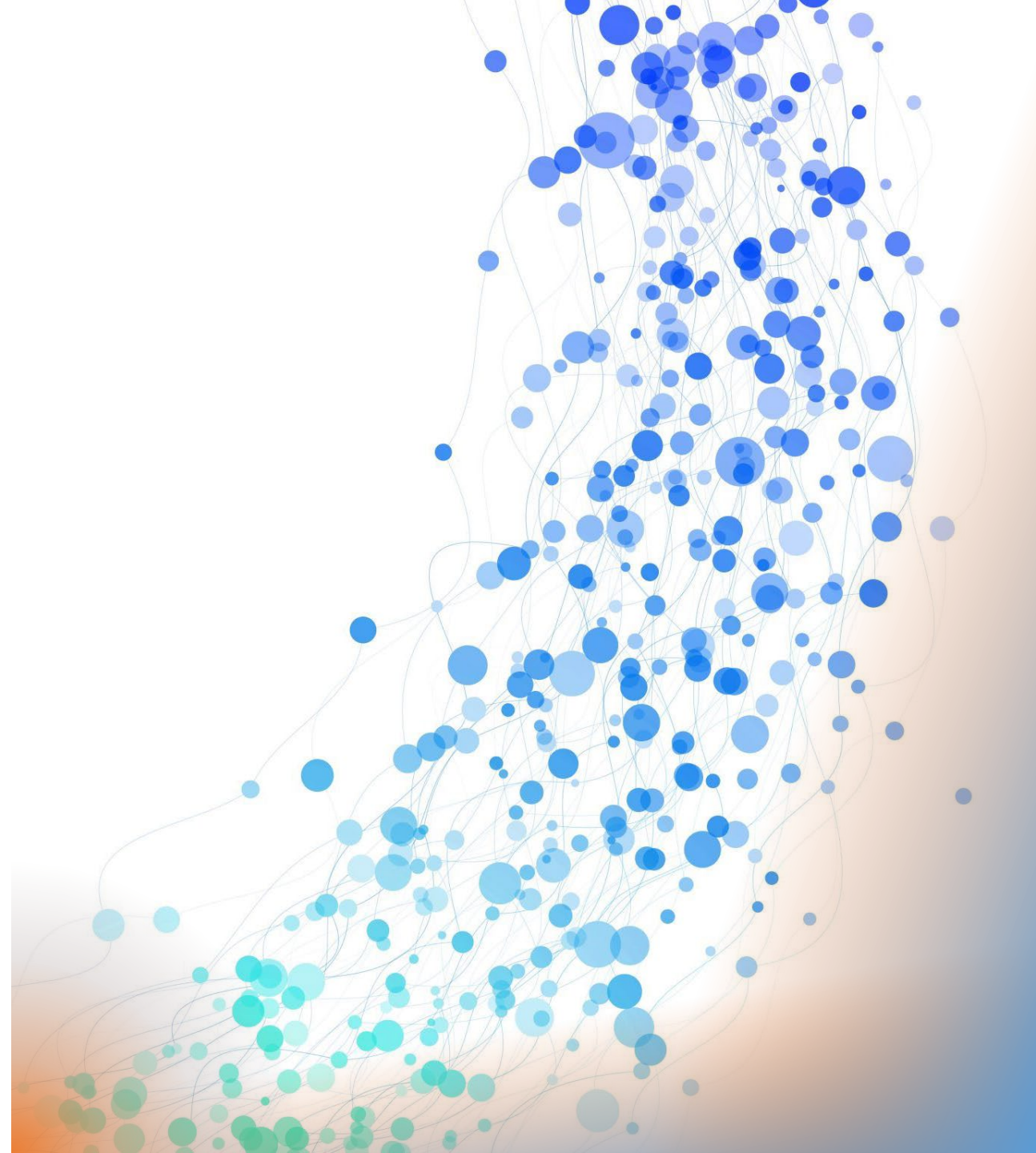# Portumna Community School

SSE/School Improvement Plan 2023/2024

Further Areas of focus 2023-2026

Year 1 2023-2024 (Also continue to embed areas of focus from previous years)

Note: Member school of the Inspectorates Shared Evaluation for Learning Project-September 2023

Background to SSE 2019-2023

In light of the impact of the COVID-19 pandemic in schools, the completion of the second cycle of SSE was extended from 2020 to 2022. In this extended second phase, schools were encouraged to use the SSE process to help them to address challenges arising from the pandemic, to complete remaining work on SSE, and to address areas identified by the school as a priority.

The third cycle of SSE, 2022-2026, comprises two phases:

2022-2023:

Review year: During this year, schools are required to:

● Use/Continue to use the SSE process to identify and reflect on the impact of COVID-19 on their pupils'/students' educational experiences and outcomes, their wellbeing, their motivation to learn, and their engagement in learning. It will be important that the information arising is used to plan learning experiences, programmes of work, and, as needed, relevant supports to ensure that all children and young people, including those with special educational needs and those at risk of educational disadvantage, are enabled to engage with and progress effectively in their learning.

● Consider the requirements regarding use of the SSE process to initiate a wellbeing promotion review and development cycle by 2025 as set out in Circular 0032/2021 and Circular 0033/2021.

● Take stock of the effectiveness of their SSE process to date, developing and consolidating it as necessary to ensure it is collaborative, inclusive and impactful.

2023-2026

During this three-year period, schools will have the autonomy to choose the focus of their SSE, subject to having a concise three-year SSE plan that enables them to address:

● Context-specific school priorities related to teaching, learning, equity and inclusion

● National wellbeing goals

● National curriculum goals

● Other national strategies, for example, the Digital Strategy for Schools and the National Strategy for Education for Sustainable Development.
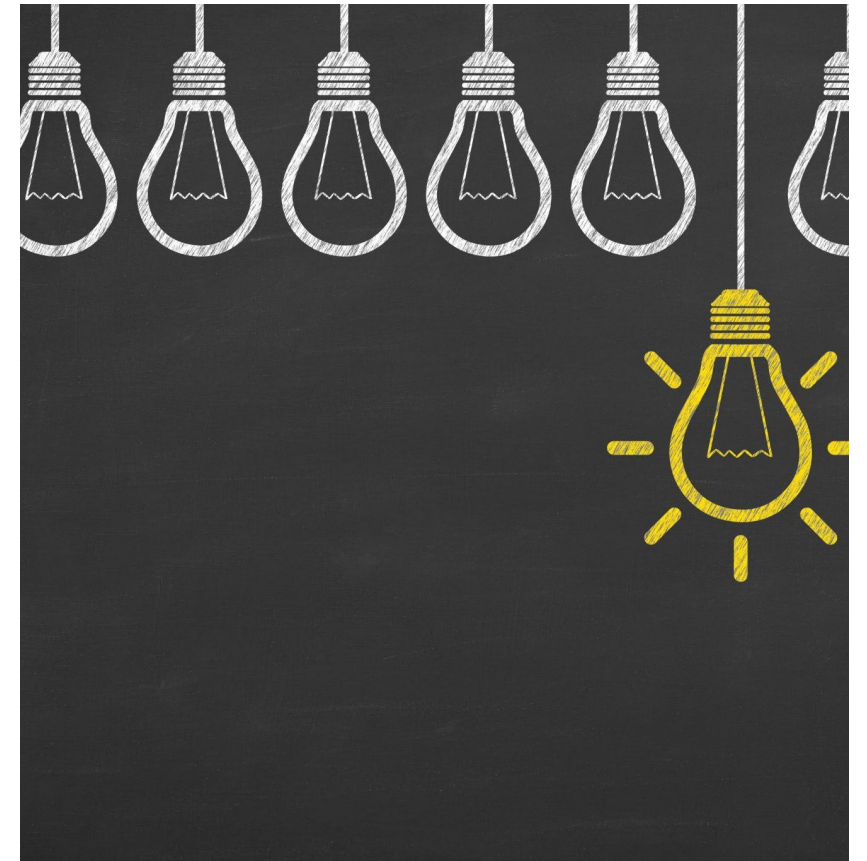
Summary of SSE PCS 2019-2021

- Teacher Individual Practice Domain
- ➢ Standard:
- The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills

Statement of Effective Practice:

- Teachers have the required professional qualifications and have engaged in a range of continuous professional development (CPD)

- Teacher Individual Practice Domain

- ➢ Standard:

- The teacher selects and uses planning, preparation and assessment

- practices that progress students' learning

Statement of Effective Practice:

- Teachers plan for assessing students' attainment of the learning intentions of the lesson, or series of lessons, using both assessment of learning and assessment for learning

- Teachers' assessment practices include not only assessment of knowledge but also assessment of skills and dispositions

- Teachers regularly provide students with constructive, development oral and written feedback on their work

- Teachers share success criteria with students so that they can assess their own learning through self-assessment and peer assessment

- Teachers maintain assessment records that are clear, useful and easy to interpret

and share

Teachers' Collective/Collaborative Practice Domain

Standard:

- Teachers value and engage in professional development and professional

- collaboration

- ➢ Statement of Effective Practice:

- Teachers recognise that CPD and collaboration are intrinsic to their work

- Teachers' use formal meeting and planning time to reflect together on their

work

- Teachers view collaboration as a means to improve student learning and to

enhance their own professional development. They engage in constructive

collaborative practice

- Teachers implement whole-school approaches to teaching and learning to

improve students' experiences and outcomes

Teachers'
Collective/Collaborative
Practice Domain
Standard:
Teachers collectively develop
and implement consistent and
dependable formative and
summative assessment
practices

Statement of Effective Practice:

- Teachers approach assessment as a collaborative endeavour to support students'
learning and to measure their assessment
- Teachers have collectively developed a whole-school policy on assessment that is
appropriate to the curriculum and to their students. The policy includes formative and summative
assessment practices. It is implemented consistently
- Teachers have collectively developed a whole-school approach to providing
developmental oral and written feedback to students. This approach is implemented consistently, and
includes the collective review of students' work
- Teachers have collectively developed assessment records that are clear, useful
and easy to interpret and share. These records provide a comprehensive picture
of each student's learning attainments and needs.

2019-2022 Summary-SSE Team Areas of Focus: Teachers Individual & Collaborative Practice (to enhance the learner experience/outcomes) SSE Team: Natasha Murtagh, Emma Byrne, Leo Smith, Brid Dunne, Bernie Brennan, Fiona Kelly and Fiona Kenny

- •Recording CPD
- Common Assessments
- Sharing learning intentions/success criteria
- Whole school assessment policy
- Giving regular feedback
- Sharing resources
- Rotating department heads

- Subject department meetings
- School development planning teams
- Development of Student Support Files
- Sharing workload in departments
- Teaching and Learning Committee
- T&L team-strategy of the month
- Reflection within departments
- Literacy & Numeracy Teams
- YH Meetings/AP1 Meeting weekly
- SEN Meeting weekly
- An Cuan-introduction
- Number of policy reviews commenced
- Pair Work/Group work/Peer Assessment/Wait Time

SSE 2022-2023

SSE 2022/2023

TEACHING & LEARNING	LEADERSHIP & MANAGEMENT	PROVISION PLAN
T&L team attending the NAPD Mike Hughes workshop-roll out of T&L project	Teacher meetings x 2 with SMT	Link teacher-SSF/links to files
Team Teaching	CPD	SEN-API/APII*2
Formative Feedback	Forbairt - SMT, AP1 and Non-Post holder	Whole school register/SEN register
Learning Intentions/Wait Time	ACCS L&M- 1SMT, 1APII and 1APII	Market Place-SEN/Class teachers
Target Setting/academic tracking	API and APII Meetings	An Cuan-create a structure which fosters a culture of inclusion
Subject initiatives/Literacy intervention	Parents Information Evenings	Provision for Gifted & Talented/EAL
		Teacher & SNA Collaboration

SSE 2022/2023

WELLBEING

Implementation of the 400 hours

Curriculum Planning & review to include short courses

Whole school wellbeing

Wellbeing Iniatitives

Role of the SST

SST Communication Tool

DIGITAL LEARNING

Supporting and embedding of digital technologies in teaching/learning and assessment

Digital Technology Infrastructure

Looking to the future policy, research and digital leadership

POLICY REVIEW 2022/2023

Uniform

Literacy and Numeracy

Role of the SNA

Anti-Bullying Policy review-link to National Review

Review-End of year-SSE 2022-2023 and developments

Teaching & Learning

Team Teaching-being offered in more subject areas/year groups

Formative Feedback-more detailed, more emphasis on student responsibility

Moving to Athena this year

Engagement with the Well Read Initiative/ Creative Schools/AsIam

All subject plans up to date

T&L agenda item at BOM

Results Analysis

Leadership & Management

Teacher meetings x 1 with SMT, now includes a subject department meeting and new staff forum

Embedding importance of CPD-target on subject plans/recording CPD

A number of CPD courses in house have been organised & staff led workshops

AP1 linked with and AP2

Provision Plan

Scheduled time in the calendar for link teachers and SSF coordinator to meet

Market place now includes a section for Gifted and Talented and Medical Updates

Dedicated APII assigned to the role of transition

An Cuan-full classroom, increasing numbers and looking at another classroom

Gifted and Talented-AP1 and EAL-2 highly dedicated teachers in these area/good developments in these areas

SNA policy and dedicated time for SNAs to meet

Wellbeing

Wellbeing review completed

Whole school wellbeing team in place

Registered for Active Schools

Role of the SST team reviewed, and new infographic developed and shared with all stakeholders

- **Digital Learning**
- 2nd trolley purchased
- 4 new computers for Learning Zone and 2 devices for EAL students purchased grant from Galway Rural Development
- Upgrade of computers in Room J completed
- Digital Team in place-SSE

- **Policy Review:**
- Uniform-completed
- Literacy & Numeracy-completed
- Role of the SNA-completed
- Anti Bulling Policy Review-ongoing waiting on National guidance

SSE TEAM

Saoirse Cormican
Caroline Casey
Michael Mullins
Shane McClearn
Elaine Shanahan Dunne

Staff briefing late August
Overview of SSE to date
Committee Formed at briefing
PA presentation-Michael
BOM presentation-Shane
Registered with SSE DES Project-Elaine
Surveys/Focus identified

2023/2024 (2 Areas of Focus moving from effective to highly effective) CONTINUE TO FOCUS ON ALL AREAS SINCE 2019

Learning and teaching Domain 2:

Area of Focus 1

Learner experiences

Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning.

✓	Effective Practice
🎓	Students reflect on their behaviour and attitude to learning, and are able to contribute to setting meaningful goals for themselves.
✓	Highly Effective **Practice**
🎓	Students reflect on their behaviour and attitude to learning, and are able to set meaningful personal goals as a result of their reflection.

FOCUS 1

Up to this point:
EFFECTIVE

Students reflect on their behaviour and attitude to learning and are able to contribute to setting meaningful goals for themselves.

- Teacher sharing learning intentions and success criteria-checking student understanding through questioning

- Teacher feedback after exams/CBAs (Written or Oral) (Moved from generic comments to specific personalised comments-JCT Coordinator provided samples and presentation to staff on how students can improve Sept 2021/2022)

- Year Head Assemblies/Study Skills Days

- Teachers giving oral feedback

- The quality of feedback from teachers is much more formative and in greater detail telling students how they can improve eg: week 10/20/30

- Whole school assessment policy

- High quality CPD – Joe O'Connell/Finn O'Murchu/Oide/ACCS/NAPD- Staff presentations on same and introduction of Team Teaching/Peer Observations/Magenta Principles

- Teach Meet Session x 2 (JCT Coordinator)

- Setting goals in journal

- Teachers sharing good practice from CPD which enhances the learner experience eg: Forbairt, Magenta Principles, JCT etc.

Moving Forward 2023/24: HIGHLY EFFECTIVE

Target: 100% of teachers to have log in for Athena before 14th November (LC/6LCA PT Meeting)

Target: 100% of 6th year/6LCA students to set their own targets for Week 10/20/State exams (using template provided by Academic Director)

Target: All 6th year students responsible for discussing target grade with their teacher-student survey (measure outcome to set new target)

Target: Provide all parents/guardians with Athena Report before end of January 2024

Target: All students to discuss the contents of Athena report with parents/guardians (survey parents-Jan 2024)

Use the NCCA Focus On Learning Workshop4 materials to conduct a further evaluation of student reflection /subject department reflection and teacher individual reflection

Embed strategies from previous CPD on an ongoing basis- All staff

Going forward: Moving to HIGHLY EFFECTIVE continued'

Students reflect on their behaviour and attitude to learning and are able to contribute to setting meaningful goals for themselves.

- Teacher gives feedback, students listen, record and reflect on their own learning and record themselves also-teacher stamp (90% of teachers to have tried this approach OR SIMILAR by the end of May 2024)

- New Initiative: Athena Tracker: Focus on 6th years 2023-2024 (Evidence Impact) as these students were in lock down March of 2020-2nd year & December 2020-Sept 2021 (Impact of Covid)

- 6th years students will meet Academic Director/HOY before and after week 10 assessments, set goals and then also **reflect** on how they will have to change their behaviour and attitude and work ethic to achieve an in-line result or above expectations result in term assessments (after week 10 set target for week 20 progression)-student worksheets/notes on Athena/data measurable via Athena Tracker and attitudes measurable through achievement of personal goals and through discussions with class teachers/YH/Academic Tracker and Parents/Guardians at PT Meetings/other discussions with relevant personnel (PT meeting feedback templates to be provided as discussion tool)

- Setting purposeful, meaningful learning activities- to enhance student engagement supported by effective questioning using the Pedagogical Framework of AfL-5 pillars (or similar)-presentation by SSE team in this regard to staff at the next staff meeting (Effective Questioning-recommendation by Joe O'Connell staff meeting October 2023)

- Embed the practice of Team Teaching/Peer Observation/Sharing of best practice from CPD in our school culture (each subject department to set at least one target in one of these areas 2023/2024)

- SSE Team to organise -1 further teach meet this year (via DL working group) with 60% attendance (last teacher meet had 40% attendance) and 1 Learn Meets with student focus group-before Feb 2024.

- Parents Association- to organise a newsletter for parents on Ways for Parents to Support Their Childs Studies- Nov 2023-Agenda Item Parents Association 2023/2024. To be completed before Feb 2024 (Week 20/Mock Exams)

Focus 2

Leadership and management

Domain 1: Leading learning & teaching

Foster a commitment to inclusion, equality of opportunity and the holistic development of each student

Effective Practice

Those with leadership and management roles, in collaboration with teachers, develop and implement effective policies, procedures and practices to facilitate the sensitive management of transitions as students transfer within, between and across learning settings. They liaise with parents, young people, relevant teachers/ school leaders and other relevant professionals to ensure continuity and coherence in students' learning and experiences.

Highly Effective **Practice**

Those with leadership and management roles, in collaboration with teachers, develop and implement highly effective policies, procedures and practices to facilitate and promote the sensitive management of transitions as students transfer within, between and across learning settings. They liaise with parents, young people and relevant professionals to ensure continuity and coherence in students' learning and experiences. Structures are in place to enable ongoing collaboration with parents, teachers / school leaders, support staff and other relevant professionals, to support successful transitions.

Up to this Point: EFFECTIVE

Foster a commitment to inclusion, equality of opportunity and the holistic development of each student.

- Going to Primary Schools to gain information on our incoming students-develop a profile
- Cairde- 3 times per term
- Lunchtime/Extra-curricular activities
- Bonding Day-September
- LCA transition- Coffee Morning/Bonding Trip (Karting)
- An Cuan opened September 2021
- Open Night in October annually
- Feeder school visits in May-informal meetings with Principal/6th class teachers/An Cuan Coordinator/Transition Coordinator
- Whole school register drafted-SEN
- Gathering of student passports
- Information Night in April and September (Subjects) for incoming 1st years enrolled

- CAT4/NGRT Testing/further screening
- Chaplain/Guidance Counsellor/Transition Coordinator
- Information evenings relevant to year groups eg: CBA/Options
- SST/SEN Teams
- Parental Involvement
- Student Support Files/Care List
- Friendship Week- Morning notes
- Chinese New Year Celebration
- Retreat Days/SOAR
- Inclusion section in SEN policy

Moving Forward 2023/24- Highly Effective

Survey 1st years & LCA's

Incoming students from other countries-transition programme-staff feedback (2 workshops August/September 2023)

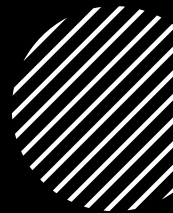**CPD for staff-EAL-staff** feedback (1 in 2022, staff would like further training)

Mentoring system for identified students-EAL **(staff feedback-Aug/Sept 2023)**

Widen the inclusion focus

Results of Student Survey-1st years 10th Oct 2023

83% **<u>agree/strongly agree</u>** find school-work very interesting

93% feel they are doing well in school

91% think that their teachers are friendly

91% look forward to coming to school most days

11% are worried about coming to school-REFERRAL MADE TO HOY Oct 2023

91% feel that teachers would help them if they had problems with their school-work

87% feel they could talk to a teacher if they had a problem

96% said that they have friends in school-REFERRAL MADE TO HOY Oct 2023-Student in fact misinterpreted the question-100% have friends

94% feel there is a good working atmosphere in the classroom

91% said they could tell a teacher if they couldn't understand something

11. What elements of the school transition programme did you think worked well?

More Details   🔅 Insights

40
Responses

Latest Responses

"There's more time to do work and teachers explain questions "

"The Taster Program as it helped me make my subject choices"

"Cairdes"

···

14 respondents (**35%**) answered **open night** for this question.

Tour around the school   introduction day   students around the school

year was good   taster   day of school   night we had last year

taster program   worked   **open night**   school   day assemblys

subjects   thé school

teacher being really nice   open day   night and the first day

teachers are more helpful   night was very helpful

available at the school

12. Have you any suggestions how we can improve our school transition programme?

More Details   🔆 Insights

41
Responses

···

4 respondents (10%) answered soccer team for this question.

gettin more students   students   school   2nd year   new first years   extra week

people   pe   **soccer team**   weeks   team 1st

tasters   minutes   Longer breaks   year girls   day   sport and pe   bit more competitive

for1st/2nd year   homework for the first weeks

13. What activities do you enjoy most in school?

More Details   ☼ Insights

50

Responses

···

9 respondents (**18%**) answered **Camogie** for this question.

pe and art   **Pe and sports**   wood work   **Chamber choirs**

break   **Hurling**

German   PE   break/lunch

Art   **Camogie**   **school**

school camogie **Ping pong**   **practical subjects**   **lunch badminton**

Hurling and rugby   **break time**   **Camogie and choir**

☀ Insights

47
Responses

"Teachers "

"Mind maps"

"Demonstrations"

...

15 respondents (**32%**) answered **Teachers** for this question.

Asking the teachers   science   homework for that subject

Mind maps   homework   games   work   textbooks and teachers

class as my friends   Explain   **Teachers**   Studying   discussions and games

things

Teachers being helpful   Revising   physical things   questions

Practical learning   classroom games

43

Responses

Latest Responses

"No"

"No"

···

6 respondents (**14%**) answered **soccer team** for this question.

curricular options   Maybe introduce   bonding trips   martial arts

school work   thé school

ans italian   1st year   school

great subjects   2nd   soccer team

fun school   1st

old uniform   year girls   school is very good

rugby matches   students go to the bathroom   good school
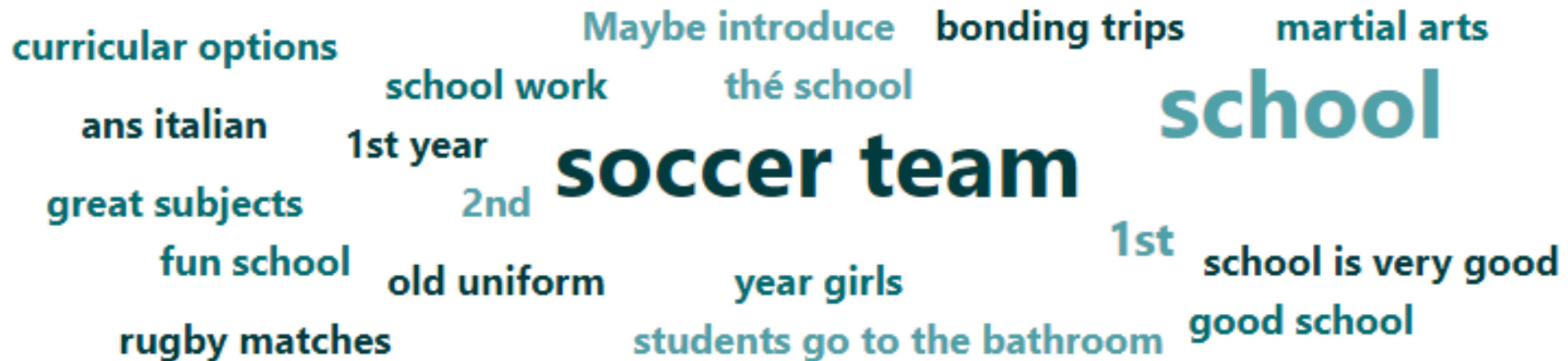
Student Feedback- Actions

- Referrals to HOY/SST

- A number of students looking for 1st/2nd year girls soccer-recommendation made to extra-curricular coordinator

- Huge positives from the extra-curricular activities- email to staff in this regard

- What helps them to learn? Email to teacher-TEACHER INSTRUCTION-came out on top, detailed email for teacher meet sessions

- Open Night- great feedback, students would like a MAP-feedback to Transition Coordinator

- Set times for Cairde interactions over the first term-feedback to Chaplain
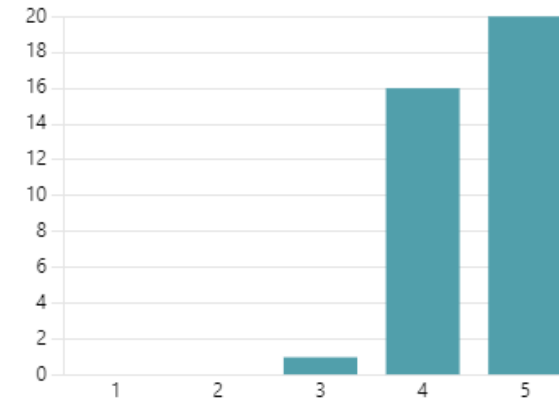
2. Has the school's communication system been efficient during this transition period?

More Details   💡 Insights

● Yes   34

● No   3

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5 respondents (**14**%) answered **communication** for this question.

communication has been wonderful   activities only get that information

teachers could put homework   app is excellent   parents   phone   Communication in relation

stress for Shaunagh   **communication** communication is good

form of communication

Faster responses   information   No recommendations   curricular activities

Email would be good

PT meeting important information   time with Cairde   Parents newsletter

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3. Based on your above answer in question 2, have you any recommendations on how we can improve on our communication with parents/ guardians.

More Details   💡 Insights

37
Responses

Latest Responses

"*No*"

"*No*"

"*Mixing the classes better would be of benefit* "

---

4. Did your child benefit from their 1st year bonding trip in September?

More Details   💡 Insights

● Yes   35

● No   2

4. Did your child benefit from their 1st year bonding trip in September?

More Details   Insights

- Yes   35
- No   2

6. Is your child currently involved in extra curricular activities/ club in the school?

More Details   Insights

- Yes   30
- No   7

5. Would your child benefit from further bonding days? Please provide a suggestion

More Details   Insights

37
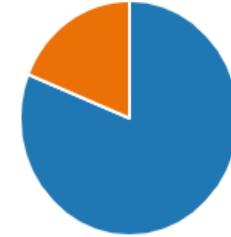Responses

Latest Responses

"School tour, activities days "

"Yes"

"Yes "

7. The transition process involved the following: school visits, open night, information evening, bonding trip, aptitude/ CAT4/ NGRT information evening and induction day, have you any further suggestions to add the Transition process.

More Details   Insights

37
Responses

Latest Responses

"Chats as individuals or in small groups to ask themselves how they are getti..."

"No. This seems quite adequate."

"Mixing with all glasses every now & again "

3 respondents (8%) answered **activities** for this question.

teamwork bonding
Lough Key activities days great time activities on these trips
year students class time **activities** **base class**
great for a group **year** kids
1st year mix outside different classes Eg Wildlands
skating at Christmas Bay sports sessions are beneficial Borg and zip

3 respondents (8%) answered **school** for this question.

Chats as individuals culture for students random groups
Great job current students base class
school visits based **school** **happy** supportive culture
comprehensive arrangements especially seeing
students and teachers small groups school approach
Transition process fun activities lovely entertainment/quizzes

23/2024 Further Actions/Targets

- Organise a second bonding activity for LCA and 1st year prior to December 2023

- Have a teacher mentor for 100% of LCA5 students

- Survey teachers/students/parents of EAL students

- Ensure that 100% of student transfers into our school have a student buddy

- Provide training to the buddy/mentor system for new students

- Have a designated EAL notice board

- All subject plans to have a section on provision for students with EAL

- Organise further training for teachers in EAL with 50% attendance rising from 20% last year(Croke Park hours)

- Organise further training for staff with 90% attendance on interpreting CAT4/NGRT (Croke Park Hours) rising from 60% attendance in 2022

- Organise a Culture Day as part of Seachtain na Gaeilge-March 2024

- Organise a workshop for parents in collaboration with Chamber of Commerce in Portumna on services available in the area for new families before the end of this academic year

Other Areas of SSE

- National wellbeing goals

- National curriculum goals

- Other national strategies, for example, the Digital Strategy for Schools and the National Strategy for Education for Sustainable Development.

SSE in Wellbeing

Dedicated wellbeing working group as part of the overall SSE process

The SLT are overseeing the SSE process

We are initating a wellbeing promotion review 2023-2025 arising from a staff meeting discussion-September 2023

This working group will set out the ambition and vision for the promotion of wellbeing at the core of PCS Mission Statement

All key stake holders are & will be involved in this process (Parents Association AGM, Sept 2023, Active Schools Team, Student/Parent/Staff Surveys)

Whole School Approach to Wellbeing

Figure 3: Whole School Approach: Four Key Areas of Wellbeing Promotion

Culture & Environment
- Mission and ethos
- School & classroom climate & culture
- Quality & use of school buildings & grounds

Curriculum (Teaching & Learning)
- Extra-curricular learning
- Co-curricular learning
- Planning supports
- Monitoring

Relationships & Partnerships
- Student & staff relationships
- Peer relationships
- Student voice
- Partnership – staff, children and young people, parents/carers
- Partnerships with other schools
- Community partnerships
- External supports

Policy & Planning
- All policies relevant to wellbeing
- All plans relevant to wellbeing
- School & centre self-evaluation
- Continuing professional development

KEY AREAS OF WELLBEING

CULTURE
CURRICULUM
RELATIONSHIPS
POLICY & PLANNING

Curriculum and Learning

- CAIRDE-TY Students and 1st year students

- Declan Coyle-In-service for staff September 2022-All staff

- SOAR Workshop-2nd years

- Friends for Life

- Retreats/field trips/bonding activities for Year groups

- Narrative 4 Empathy award

- Check and Connect and Focus In/Out, Care List

- SPHE/RSE programmes-Junior and Senior

- PASS Assessment & Tackle Your Feelings

- Mid Western Drugs Taskforce-workshops for parents 2022 and 2021

- -Guest speakers-Planet Youth/Mark Pollock/Henry Blackwell– Students/Parents

- Positive school environment/Staff & student & community wellbeing activities

- Student Support Team & School Chaplain available for all students and staff

- Building toward Rainbows-available to all

- Active Schools Week-all students/staff, currently working towards Active Schools Flag

Environment (Physical and Social Environment)

- In 2022/2023 our LCAs ran a very successful positive mental health awareness day. We also had a number of students and teachers who participated in a sponsored cycle, they raised much needed funds for Pieta House.

- School gym-open to all-introduction of LCPE

- Biodiversity Site

- Sensory Room-An Cuan

- Parents room

- Suaimhneas

- Meeting rooms/YH office

- Reading corner/Learning Zone

- HW club

- Lunchtime activities

- Room and facilities upgrade

Curriculum and Learning Continued

- NCSE-Whole School Autism Awareness

- -Friendship week/Anti bullying policy-all students

- -Anti bullying presentation to all students during Friendship Week & Morning Notes

- -Dr. Paula Conroy-Nutritionist-Talk for parents, Sept 2023

- The Decider Programme

- Staff wellbeing activities – kayaking, Swim & Sauna, Biking

- Training for staff- Transgender Equality Network Sep 23

- Autism Awareness/Autism friendly school

- Subject specific weeks

Policy and Planning

- Formally a Health Promoting School

- Review the critical incident policy annually

- As a result of consultation with parents, we are hoping to develop a Healthy Eating Policy

- Whole staff review/staff forum/meetings with Principal/department meetings

- Student Support Files

- Whole school guidance and pastoral care plan

- Anti-Bullying Policy

Partnerships

- ACCS Management Body C&C Community

- ISSU

- Planet Youth

- NEPS

- Sporting Organisiations

- Chamber of Commerce/Tidy Towns/Lions Club/St. Dympnas/Nursing Home/local businesses

- Meitheal/TUSLA

- Sporting National Governing Bodies

- Galway Coaching & Games Development

- Galway Rural Development/Irish Workhouse Centre/OPW

- ISPCC

- GRETB

- Diocese of Clonfert

- GRETB Youth Advocacy

- Local parish office

- Active Schools

- An Tobar Nua

Wellbeing Working Group 2023-2024
Brid Dunne, Siobhan Lawlor, Deirdre Durack, Denise O'Callaghan, Lisa Shiel & Shane McClearn

1. Focus on a sense of belonging, security and connectedness to school through a positive school climate and participation in school and community activities via the Active School (currently in YR 1/stage 1 of a 4stage process)

2. To support the planning, implementation and evaluation of health related activities under school self-evaluation, school development planning processes (Presentation & Feedback from Parents Association AGM-Sept 2023/Survey to all school/Survey all staff/Also have the results of Planet Youth Survey to use as data for action planning going forward)

3. To increase involvement in the Active Schools Initiatives to build a sense of belonging between school and the community.

Digital Strategy for Schools

Caroline Casey, Michael Lynch, Anne Keane, Bernie Brennan and Michael Fallon.

Focus 1 (Pillar 1)

- Survey teachers to establish what apps and programs are being used in the preparation and delivery of lessons.

- Establish areas of expertise among staff

- Establish what staff members are willing to assist in teach-meets to share expertise and upskill other staff members - links to SSE LAOS focus

- Provide internal workshops for staff

- Consult with outside agencies to deliver specialised training

Focus 2 (Pillar 2)

- Upgrade class computers in room D

Focus 3 (Pillar 3)

- Review AUP Policy

National Strategy for Education for **Sustainable** Development

- Biodiversity Site

- Green Schools Team (24 students & 7 staff)-Flag for litter & waste 2022/working on water-Yr 1 of 2

- 6 students Water Ambassadors-Green Schools

- Actions 2023/2024:

1. Think before you flush & think before you pour campaign

2. Green Christmas Jumper campaign

3. Educational campaign where they teach each 1st year CSPE class on the water theme.

4. Beach clean- once per term and water quality check on Shannon

- Linked with Portumna Tidy Towns

- Water Programme

- Walk to School Day 2023

- 2 water fountains

- Recycling Bins

- Bicycle shelter

- Registered as a Take 1 School- Take 1 Programme Embedding Education for Sustainable Development in Learning and Teaching-Training for Green Schools Teachers Team 21/11/23

In conclusion… meeting National Curriculum Goals as below!

Provide	Provide a broad and balanced education: The curriculum aims to offer a wide range of subjects and learning experiences, allowing students to develop a well-rounded education.
Foster	Foster personal and social development: It seeks to promote the personal, social, and moral development of students, helping them become responsible citizens.
Develop	Develop key skills: The curriculum focuses on developing essential skills such as communication, critical thinking, problem-solving, and digital literacy.
Prepare	Prepare for state examinations: Post-primary students prepare for the state examinations, including the Junior Certificate and Leaving Certificate, which are important for further education and employment opportunities.
Support	Support student well-being: There is a strong emphasis on promoting student well-being and mental health, with a focus on providing guidance and support.
Encourage	Encourage active citizenship: The curriculum aims to develop active and informed citizens who are engaged in their communities and have a strong sense of social responsibility.

SSE TEAM 2024/2025

Elaine Shanahan Dunne

Lisa Mullen

Saoirse Cormican

Caroline Casey

Shane McClearn

Staff briefing late August
Overview of SSE to date
Committee Formed at briefing
PA presentation - Shane
BOM presentation-Shane
Registered with SSE DES Project-Elaine
Surveys/Focus identified
Review completed September / October 2024
Actions for 2024/2025 identified – November 2024
Present to BOM December 2024

2024/2025 (2 Areas of Focus moving from effective to highly effective) CONTINUE TO FOCUS ON ALL AREAS SINCE 2019

Targets 2024 / 2025

1. Increase engagement with Athena broadening scope to include 5th years. Also, by week 20 all junior students to be using the target setting and reflection sections in journal-whole school mentoring session (Forbairt working group)

2. **T&L Aim for the coming year is to address the recommendations made by the inspectorate during our most recent WSE which took place on the 13th, 14th and 15th of November 2023.**

Recommendations made in reference to teaching and learning included:

'Effective use of written formative feedback, a greater variety of assessment practices and consistent use of learning intentions in lessons were areas for further development in teaching and learning.'

- Increased input from subject teachers into the SSF process
- Provide more training for Curriculum Support Teachers
- Improve access to AEN information and SSF
- Organise further training for staff in September 2024 on testing
- Organise further training for teachers in EAL with 50% attendance rising from 20% last year (Croke Park hours) – target to have achieved by Dec 2024- E. Milner
- Implement the use of the transition template-ACCS team 23/24

- ## ACTIONS 24/25- T&L Team continued (FOCUS 1)

- We would like to encourage all teachers to trial ONE the following strategies and to feedback on the effectiveness of such strategies at the end of the trial period:

- 1)   Incorporating a mixture of reminder, scaffold or example prompts with students to increase their attainment through written formative feedback (see handout attached which explains these prompts)

- 2)   Using whole class feedback and asking students to take down/stick feedback into copy while identifying what specific feedback they individually need (see example/sample below)

- 3)   Utilising the handout from page 18 of the 'Focus on Learning: Formative Feedback' booklet from the NCCA to use as a peer assessment method with students to encourage student autonomy and engagement while using written formative feedback. This involves the input from the subject teacher in relation to the success criteria needed. (Hard copies available in the staffroom for ease of photocopying in pigeon holes and full copy attached -

- https://ncca.ie/media/1925/assessment-booklet-3_en.pdf)

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- **FOCUS 3-Digital Strategy for Schools**
- Establish areas of expertise among staff
- Establish what staff members are willing to assist in teach-meets to share expertise and upskill other staff members - links to SSE LAOS focus
- Provide internal workshops for staff
- Research one to one devices

- **FOCUS 4-WELLBEING WORKING GROUP**

- 1. Focus on a sense of belonging, security and connectedness to school through a positive school climate and participation in school and community activities via the Active School- YR 2-ongoing

- 2. To support the planning, implementation and evaluation of health-related activities under school self-evaluation, school development planning processes (Presentation & Feedback from Parents Association AGM-Sept 2023/Survey to all school/Survey all staff/Also have the results of Planet Youth Survey to use as data for action planning going forward)-achieved- engage with Planet Youth Survey 24/25/provide workshops for parents/in house counsellor

- 3. To increase involvement in the Active Schools Initiatives to build a sense of belonging between school and the community-ongoing- engagement with Girl Squad/Future Leaders/ Street League/Extra activities such as athletics

- **FOCUS 5**
- **National Strategy for Education for Sustainable Development-**
- Whole school training Take 1 Programme
- We've chosen two key sustainability goals to focus on:
- Climate Action
- Clean Water and Sanitation (Which aligns with this year's Green Schools programme)
- Embed in subject plans on a whole school basis
- Yr 2 of Water Ambassador Programme
- Development of Biodiversity Site
- Applying for grants- Green Schools

- Focus 6
- National Curriculum Goals

- Core Competancies - literacy/numeracy/problem solving (reading/writing/maths)
- Critical thinking and independent learning
- Cultural Awareness and Appreciation
- Ethical & Social Responsibility
- Skills for lifelong learning
- Digital Literacy and technology use

Other Areas from WSE

- *While some subject department planning practices were good, this is an area in need of significant development for subject departments and oversight from senior management.*

- *ACCS Middle Management Working Group 24/25-new template- SMT meeting HODs re subject plans*

- *The digital technology used in lessons was largely of a presentation nature. The school should continue to expand its use of technology to support active learning and to reduce the practice of note-taking.*

- *Discussion point for subject departments-to be discussed at next staff meeting Jan 25 with proposals on how to improve*