

School Evaluation and Improvement Plan 2022 – 2023



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1. INTRODUCTION

1.1 BACKGROUND

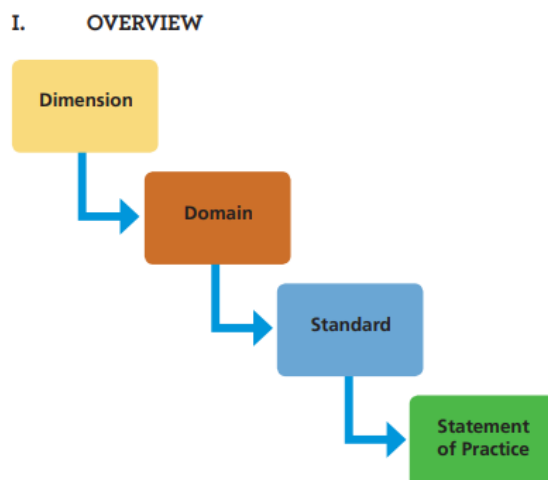
“School self-evaluation is about reflecting on and improving how teachers teach and how students learn”, ([Circular 0040/2016, pg. 5](#)). School Self Evaluation provides learners, practitioners and all school partners an opportunity to review, revise, edit and improve in a collaborative manner. It involves gathering information from a range of sources, analysing the data and then making judgments with the aim to improve student learning.

1.2 LOOKING AT OUR SCHOOL

When planning for improvement in Coláiste Éamonn Rís there are permanent planning sections, such as mandatory policies, legislative requirements, the assistant principal post structure of middle management. The School Evaluation and Improvement Plan draws upon these sources, and the developmental sections, such as the subject departments, internal teams and committees and extra-curricular activities.

The Looking at our School 2016 is government document was developed by the Inspectorate as a guide to self-evaluation for schools. It outlines a Quality Framework and is divided into two main dimensions: Teaching and

Learning and Leadership and Management. Within these Dimensions there are subcategories, illustrated in the diagram below:



The structure and application of the Quality Framework, (LOAS 2016, pg.7)

The LOAS 2016, School Improvement Resources and School Self-Evaluation research and documentation are some of the literature used to inform this Strategic Plan.

2. GATHERING DATA IN COLÁISTE ÉAMONN RÍS 2021 - 2022

This document outlines the findings from a series of Whole School Self-Evaluation Focus Group Workshops, held during the course of the Academic School Year 2021 – 2022. The results gathered were analysed using a themed coding process, and this evidence has informed the School Improvement Plan 2022 – 2023. The Six-Step Process, as documented in the [School Self-Evaluation Guidelines 2016-2020 Post-Primary](#), “facilities repeated cycles of analysis or a return to a previous stage as required”, (pg. 11). Coláiste Éamonn Rís uses this process to continuously reflect and improve upon Teaching and Learning, Leadership and Management strategies.



Six-Step School Self-Evaluation Process, (pg.11)

2.1 SCHOOL SELF EVALUATION FOCUS GROUP WORKSHOPS – PURPOSE AND STRUCTURE

Covid Life in Ireland – it presented challenges and opportunities for the school environment. The purpose of the open-ended evidence gathering focus group workshops was to use discussions points to pause, reflect and provide feedback on three main areas: Opportunities and Challenges, 2019-2021; Promoting a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment; and School Vision – What next?

The research methodology was researched, planned and delivered by the School Planning Post Holder and workshops were developed. One workshop with staff was online, whilst the others were conducted face to face. The were divided as follows:

- Whole Staff
- Student Council
- Parents' Council
- Board of Management

Each workshop had several smaller groups (5-6 on average), the facilitator controlled the time for each discussion point and each participant provided open-ended feedback anonymously. The Upside T was used to engage and promote individual reflection and personal actions throughout the workshop.

<u>What I Heard</u>	<u>What I Liked / Learnt</u>
<u>Personalised Action</u>	

2.2 RESOURCES USED TO GATHER DATA

A live Mentimeter Presentation was delivered and feedback was submitted using a Word Cloud and Open-Ended Speech Bubbles. Samples are listed below:



3. ANALYSING AND MAKING JUDGMENTS

A themed coding process was used to identify themes; these themes were then linked to Standards and Statements of Effective or Highly Effective Practice for both Teaching and Learning and Leadership and Management, ([Looking At Our Schools, 2016](#)).

Potential priorities were drawn from these findings; the findings were then ranked and the School Strategic Plan 2022-2023 was developed. Please note it is a live document; therefore, it adapts to the needs of the school as they arise. The following areas will be focused upon during the Academic Year 2022 - 2024:

3.1 TEACHING AND LEARNING

1. Increase Learner Outcomes for Subject Course / Programme

Action:	Move to One Hour Classes to dynamically cater, plan and implement the school curriculum
Aim:	To further develop a student focused learning and teaching environment where interactive skills play a central role to develop student ownership and responsibility

2. Develop how students see themselves as Reflective Learners

Action:	Deliver study skills techniques that embed and promote independent learning
Aim:	To enhance how students see themselves as reflective learners by communicating “What kind of learner are you?”

3. Further embed Instructional Leadership to enhance student engagement

Action:	Identify, share and develop areas of Instructional Leadership to all Teachers
Aim:	To further identify, collaborate and share resources that enable students to make meaningful connections between learning in different subjects

4. Further design and implement personalised tools to help students overcome challenges

Action:	To identify, record and support students’ individual learning needs (not just SEN) as the school environment diversifies culturally
Aim:	To enhance how the school’s educators engage with students’ opinions, dispositions and contexts and plan accordingly

3.2 LEADERSHIP AND MANAGEMENT

1. Foster student's holistic development

Action:	To investigate, identify and record a diverse range of social inclusion programmes that foster students' holistic development
Aim:	To enhance how the school's educators engage with students' opinions, dispositions and contexts and plan accordingly

2. Maintain a climate of security and well-being in the school

Action:	To maintain a climate of security on the corridors and locker areas as increased personal digital technology is being used in the school environment
Aim:	To further increase student responsibility and respect by promoting calm corridors

3. Research Student Devices as a learning tool

Action:	To research the use of student digital devices
Aim:	To enhance the learning outcomes for students

4. Developing a structured school self-evaluation process

Action:	To create a whole school reflective document that is underpinned by a culture of high aspirations for staff and students
Aim:	To document and communicate with all school partners the diverse range of learning and leadership opportunities within Coláiste Éamonn and to provide a platform for further improvement

5. Active and systematic School Self-Evaluation consultation with students

Action:	To promote a systematic culture of student – school development feedback to improve learning, teaching and assessment practices
Aim:	To empower staff and students to work together for the greater good of the school

6. Further develop the online platform for staff

Action:	To further develop the digital literacy skills with the Coláiste Éamonn Rís Team to facilitate professional accountability
Aim:	To empower school leaders and staff to document, record and be accountable for school planning, organisation and implementation of strategic, curriculum and extra-curricular decisions and activities

4. SCHOOL IMPROVEMENT PLAN DISTRIBUTION

A draft School Improvement Plan is distributed to staff review and feedback. Once this has been presented, edited to incorporate the feedback it is made available to all school partners. The document is considered a live document and therefore it is reviewed, edited and updated on a regular basis: changes are made to meet the dynamic needs of the school as a whole.

5. SCHOOL STRATEGIC PLAN & MONITORING PROGRESS

The Coláiste Éamonn Rís School Strategic Plan sets out the targets and measurable processes used by the whole school environment. These include various methods such as online surveys using staff meetings, MS Forms, subject department meetings, VShare Application, whole school presentations at Staff Meetings, live word and excel files, visuals and social media.

6. IDENTIFY FOCUS

The Six Step process scaffolds a school to allow it to continue and move through the steps in a fluid manner. It is sometimes necessary to move forward and back between steps before the cycle begins again. With this in mind, continuous feedback as part of the Strategic Plan Actions outlined above, provide the School Leaders, and all school partners, with a means to identify further areas of development for future planning.

Promoting highly effective learning and teaching is at the core of our School Improvement Process and this is underpinned and implemented by a staff team who are passionate about life-long learning for all.

7. CONCLUSION

“Our school is a voluntary Catholic secondary school in the Edmund Rice tradition. We are situated in the heart of Wexford town. We are an inclusive school with a strong emphasis on academic and sporting excellence.”

Michael McMahon

Principal

For further information on School Planning in Coláiste Éamonn Rís, Wexford please email:

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