

Coláiste Éamonn Rís

School Evaluation and Improvement Plan 2022 – 2026



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Iontaobhas Scoileanna Éamainn Rís
Edmund Rice Schools Trust



1. INTRODUCTION

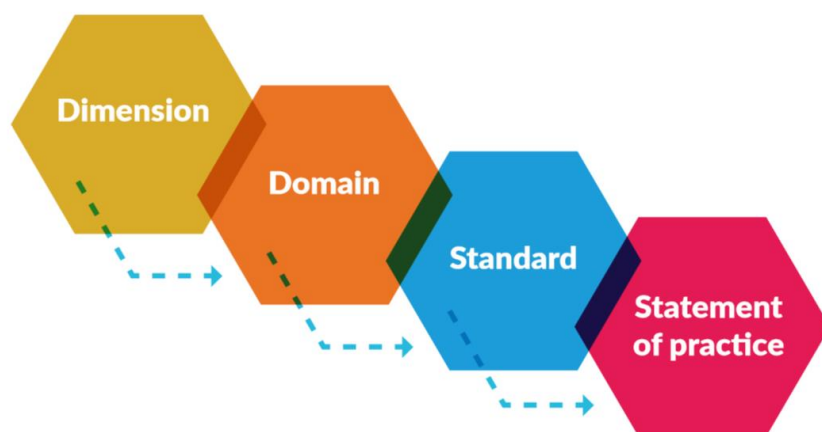
1.1 BACKGROUND

“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.

[Looking at our Schools, Post-Primary, 2022](#) is government document which 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 2022, pg.12)

A range of literature and online resources have informed the School Improvement Plan for Coláiste Éamonn Rís. They include, but are not exclusive to Looking At Our Schools, Post-Primary, 2022, [School Self-Evaluation: Next Steps, PDST SSE, 2022-2023](#) and various materials supplied by the Post Development Service for Teachers, (www.pdst.ie).

From the 1st of September 2023, the Centre for School Leadership (CSL), the Junior Cycle for Teachers (JCT), the National Induction Programme for Teachers (NIPT) and the Professional Development Service for Teachers (PDST) will all fall under the governance umbrella of Oide, Further information can be found on: <https://oide.ie/>.

2. GATHERING DATA IN COLÁISTE ÉAMONN RÍS 2021 AND 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 Years 2021 and 2022. The results gathered were analysed using a themed coding process, and this evidence has informed the School Improvement Plan 2022 – 2026. 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) and the updated document, School Self-Evaluation: Next Steps. 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.10, School Self-Evaluation: Next Steps, 2022-2026)

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. They 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.

What I Heard	What I Liked / Learnt
Personalised Action	

The process of School Self-Evaluation has been promoted throughout many areas of school culture. The most recent project was the Resilience and Impact of Covid-19 on our students’ investigation, as per circular 56/2022. Once again, the six-step process was used by the SSE team in collaboration with the SPHE Department, the Wellbeing committee and all other teachers who helped facilitate this process. The investigation was student centered and used a range of research methodologies, including surveys and focus groups.

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:



Coded analysis from the student focus groups, 2022-2023 was added to this mentimeter on School Vision. Both are helping to guide our School Strategic Plan, 2022-2026. An outline of the targeted areas are listed in the next section.

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, 2022](#)).

Potential priorities were drawn from these findings; the findings were then ranked and the School Strategic Plan 2022-2026 was developed. Please note it is a live document; therefore, it adapts to the needs of the school as they arise. The following areas were updated at the end of school term, 2023 and will be focused upon during the Academic Years 2023 - 2026:

3.1 COLÁISTE ÉAMONN RÍS' STRATEGIC TEACHING AND LEARNING – LEADERSHIP AND MANAGEMENT

1. Increase Learner Outcomes for Subject Course / Programme 2024

Action:	<ol style="list-style-type: none"> I. Prepare Leaving Certificate Applied (LCA) for incoming students Sept 2024/2025 II. Review implementation of One-Hour class timetable
Aim:	<p>To further develop a student focused learning and teaching environment where students achieve, and at times surpass, the intended learning of the lesson or sequence of lessons, which has been appropriately differentiated where necessary. (Learner Outcomes: Domain 1; Standard 4, Highly Effective Statement 3, LOAS 2022)</p>
Targets	<ol style="list-style-type: none"> I. LCA Programme <ul style="list-style-type: none"> • Commence LCA programme by Sept 2024/2025 • To communicate to teachers, students and parents about LCA programme • To select incoming candidates by Spring 2024 II. One-Hour Class Timetable <ul style="list-style-type: none"> • Complete whole school professional training to support learning and teaching methodologies for sixty minute classes

2. Develop how students see themselves as Reflective Learners 2024

Action:	<ol style="list-style-type: none"> I. Improve problem solving skills of students by using a table, where relevant, across all subjects, Numeracy Team II. Further encourage skills delivered by Study Skills Seminar, Sept 2024
Aim:	<ol style="list-style-type: none"> I. Teachers integrate relevant literacy and numeracy skills into the lesson. (Learner Outcomes: Domain 3; Standard 4, Highly Effective Statement 5, LOAS 2022) II. To enhance how students see themselves as independent and collaborative learners by communicating and facilitating different ways of learning, “What kind of learner are you?” (Learner Experiences: Domain 2; Standard 1: Highly Effective Statement 2, LOAS 2022)
Target	<ol style="list-style-type: none"> I. Numeracy <ul style="list-style-type: none"> • Use research from Numeracy Team, Maths Dept & Oide workshops to present to whole staff the student-centred numeracy target (as listed above) • Explain to teachers the relevance, opportunities and options available • To further embed the standardisation of calculating percentages • Review Term Exam Cover Page(s) to embed above target • Gather staff experiences for future analysis II. Study Skills <ul style="list-style-type: none"> • Aim to incorporate study skills, as delivered by Study Skills Seminar, Sept 2024 across curriculum materials • Include study skill tools and techniques into subject planning

3. Further develop strategies through Instructional Leadership to enhance student engagement 2024

Action:	Identify, share and develop areas of Instructional Leadership to further enable teachers to deliver improved teaching and learning for the 21 st Century
Aim:	To further identify, collaborate and share resources that enable teachers to deliver highly effective instruction which elicits deep student engagement and supports autonomous learning opportunities. Teachers optimise student engagement, response and reflection by skilfully managing their own input. (Teacher’s Individual Practice: Domain 3; Standard 3: Highly Effective Statement 2, and Teacher’s Collective/ Collaborative Practice: Domain 4: Standard 1: Highly Effective Statement 5, LOAS 2022)
Target	<ul style="list-style-type: none"> To reconvene the Instructional Leadership team to support developing strategies that focus on excellent learning and teaching methodologies that compliment on-going initiatives already in place in Coláiste Éamonn Rís



4. Further design and implement personalised tools to support students in a holistic manner 2024

Action:	To further embed Whole School Assemblies to foster positive school culture that supports learning and teaching and encourage respectful interactions at all levels within the school community
Aim:	To further embed Whole School Assemblies as a tool to further develop a strong sense and commitment to community, responsible citizenship, individual accountability and works towards social justice for all (Managing the Organisation: Domain 2; Standard 1: Highly Effective Statement 4, LOAS 2022)
Target	<ul style="list-style-type: none"> To further embed Whole School Assemblies as part of the school culture and characteristic To maintain the three-pillar structure that focuses on school vision, community and student reward/award To conduct focus groups after each Whole School Assembly to inform improvements moving forward



5. Further design and implement personalised tools to help students 2022

Action:	To investigate, identify and record a diverse range of social inclusion programmes that foster students' holistic development *Note – this Action has been merged into Action One. A full review of the School Improvement and School Strategic Plan takes place end year ending 2026. This item will be reflected upon and managed as needs be.
Aim:	To enhance how the school's educators engage with students' opinions, dispositions and contexts and plan accordingly (Leading Learning and Teaching: Domain 1; Standard 1: Highly Effective Statement 2, LOAS 2022)
Target	<ul style="list-style-type: none"> • To investigate, identify and record a diverse range of social inclusion programmes that foster students' holistic development • To select and implement researched programme(s) in consultation with relevant school partners • To communicate and plan in an orderly fashion how the programme(s) will filter across the whole school environment

6. Maintain a climate of security in the school 2024

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 (Managing the Organisation: Domain 2; Standard 1: Highly Effective Statement 3, LOAS 2022)
Target:	<ul style="list-style-type: none"> • To maintain a climate of security on the corridors and locker areas as increased personal digital technology is being used in the school environment • To review and communicate to students, parents and staff the policy on personal belongings on school grounds • To further promote personal student responsibility and management of personal belongings

7. Embed Student Devices as a learning tool 2024

Action:	To further embed the use of student digital devices from first years, 2024
Aim:	To enhance the learning outcomes for students (Learner Experiences: Domain 2; Standard 4, Statement of Highly Effective Practice 6, LOAS 2022)
Target:	<ul style="list-style-type: none"> • To support and guide the use of student devices from September 2023 and September 2024 • To consult and communicate with First and Second Years about student devices • To plan and organise training for staff and students where applicable

8. Further develop a structured school self-evaluation process 2024

Action:	To further embed school self-evaluation practices which are 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 (Leading School Development: Domain 3; Standard 2: Highly Effective Statement 1, LOAS 2022)
Target:	<ul style="list-style-type: none"> To collate, analyse and implement school improvement practices from reflective data gathered over the year from students, parents and staff To liaise with the Whole School Assembly team to embed this practice as part of the school culture of Coláiste Éamonn Rís, Wexford To share reflections with school partners

9. Further develop the online platform for staff 2024

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 (Managing the Organisation: Domain 2; Standard 2; Highly Effective Statement 5, LAOS 2022)
Target	<ul style="list-style-type: none"> To collaborate between Elearning, School Planning and School Leaders to further embed the use of the Coláiste Éamonn Rís Team, (CÉR Team), as a central tool of professional and accountable activity To continue to provide educational resources on the use and application of the CÉR Team To further organise and streamline the use and resources of the applications

10. Attendance Drive

Action:	To create accessible platforms and avenues that enhance a students' ability to demonstrate very high levels of interest and participation in learning.
Aim:	To create and maintain a positive school culture and a safe, healthy and purposeful learning environment and sustain it through effective communication (Managing the Organisation: Domain 2; Standard 1; Highly Effective Statement 4, LAOS 2022)
Target	<ul style="list-style-type: none"> To further develop the embedded Attendance Drive practices through regular initiatives To create innovative strategies that increase student attendance To plan and implement said strategies developed by/with the Attendance Team To communicate and collaborate with staff

11. Sustainable Environment

Action:	To further develop a commitment to a sustainable future which in turn improves the social and environmental wellbeing of the community.
Aim:	Students, teachers and the wider CÉR community, are enabled to contribute positively, actively and compassionately towards the creation of a more sustainable and just world. (Learning and Teaching: Domain 1; Standard 3; Highly Effective Statement 6, LAOS 2022)
Target	<ul style="list-style-type: none"> • To develop a plan for more sustainable actions in CÉR by surveying current practices • To set up strategies to embed said planned actions • To reflect, review and revise implementation of environmental sustainability actions to reflect a more sustainable and just world.

12. Wellbeing in Coláiste Éamonn Rís

Action:	To further promote a whole school approach to wellbeing in Coláiste Éamonn Rís where all members of the school community are guided by the Continuum of Support Table, (as detailed in the Wellbeing Policy Statement and Framework for Practice, 2018-2023)
Aim:	To support students so that they have the necessary knowledge, skills and attitudes required to understand themselves and their relationships so that they may apply this knowledge thoughtfully to manage situations and support their wellbeing (Learning and Teaching: Domain 1; Standard 2; Highly Effective Statement 1, LAOS 2022)
Target	<ul style="list-style-type: none"> • To further develop a CÉR Wellbeing Framework in line with the Wellbeing Policy Statement and Framework for Practice and School-Self Evaluation circular 0056/2022 • The promotion of Wellbeing within the whole school community by establishing a Wellbeing Committee • Liaise with all stakeholders in the promotion of wellbeing in the school • Introduce, evaluate and review policies and initiatives that will assist in the promotion of wellbeing

4. SCHOOL IMPROVEMENT PLAN DISTRIBUTION

A draft School Improvement Plan is distributed to staff review and give 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, VSware 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 gathering of evidence will be engaged with as an integral part of the strategic planned actions outlined above. In turn, the School Leaders, staff, students, parents, and all school partners, will be guided by local and relevant data, which in turn acts as 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:

schoolplanning@wexfordcbs.ie



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Edmund Rice Schools Trust