



San Carlo Senior School, Leixlip, Co. Kildare W23 FK06

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Roll No 19875V Principal: Clare Mac Hugh / Deputy Principal: Niall Sherlock

## **School Self Evaluation**

### **School Improvement Plan**

**September 2024 to June 2025**

## School Self Evaluation Report

### Rationale:

Circular 0056/2022 - School Self-Evaluation: Next Steps 2022 –2026 informs that during the 3 year period 2023-2026, schools 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 under the following headings;

A. National Wellbeing Goals

B. National Curriculum Goals

C. Other National Strategies (for example, the Digital Strategy for Schools or the National Strategy for Education for Sustainable Development)

### Our School Context:

Each school is unique and has its own context. Information relating to our school can be found on our school website, [www.scoilsancarlo.ie](http://www.scoilsancarlo.ie) and on the Department of Education and Skills website [www.education.ie](http://www.education.ie)

Currently our school has 1 Principal, 12 Mainstream class teachers, 1 teacher of a special class and 4.30 Support teachers. We also have an allocation of 5.5 Special Needs Assistants, 2 of which are allocated fulltime to the ASD class. The Board of Management currently employs 1 part-time caretaker and 2 part-time cleaners. Our 2 job-sharing secretaries are on Department Payroll.

As of 30<sup>th</sup> September 2024, there are 311 pupils attending the school. Attendance in general is very good with an average monthly attendance in excess of 93%.

### Our Strengths

- Our pupils engage enthusiastically in their learning and all aspects of school life.

- Our school staff is hard-working and performs their duties in a caring and professional manner.
- Our teachers are committed to ensuring every child reaches their maximum potential.
- We have established a Special Class for pupils with Autism (September 2022) and the whole staff has taken part in the NCSE's 'Opening an ASD class' seminar.
- A Student Council is well established and is an important aspect of our school.
- Our school has an active Parents Association whose activities contribute to the provision of education to pupils in our school.
- We have forged strong links with our parents, neighbouring primary and post-primary schools and local community, all of whom are very supportive of our school.
- We have a shared vision among all the partners in education for the provision of a highly effective and holistic education for the pupils in our school.
- We have engaged in all the Professional Development Support Team (Oide) in-service for the Primary Language Curriculum, and this year we are continuing with training for the new Primary Mathematics Curriculum.
- Last school year we took part in PE in-service to help us review and update our planning and our policy in this area. (See Part 2 Previous Focus - below).
- We have commenced participation in the Modern Languages programme for schools. Last year our 5<sup>th</sup> and 6<sup>th</sup> classes learned Romanian. This year we intend for two cohorts to learn Irish Sign Language.

#### **A. National Wellbeing Goals**

##### **Background:**

In light of the effects of Covid-19, the school closures that ensued, and following the loss of a staff member and a former pupil in recent times, the staff agreed in 2022 that the development of components of a Wellbeing programme/plan is a priority. Advice and support was sought

and delivered by the Professional Development Support Team (PDST) in 2022 through Sustained Support. Two members of staff attended the PDST Wellbeing seminars in September 2022 and a Wellbeing Team was set up. All staff members were involved in 2 planning sessions with a PDST advisor. Using our own version of the 'Thoughts on School' document, we surveyed all pupils and their parents in 2022 and a selection of pupils in 2023 and 2024.

### Wellbeing Policy Statement and Framework (2019):

#### I. Key area: Culture and Environment

Indicator of Success: Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos.

Statement of Effective Practice for All: Child/young person's participation within the school community is valued by staff and children and young people are actively supported and encouraged to provide feedback for school improvement.

#### II. Key Area: Curriculum

Indicator of Success: Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.

Statement of Effective Practice for All: Teachers use opportunities to promote wellbeing across the curriculum.

### **Actions already in place to promote Wellbeing:**

- Several staff members have upskilled in the provision of a Nurture programme and we have resumed a 'Nurture Space' to help pupils identified as having school-related and other anxieties.
- Our 4<sup>th</sup> class pupils are piloting the use of 'Mindful Matters' workbook and programme. Many classes also complete a Gratitude Journal.
- Hearing the Pupil Voice: The Student Council feed-back on issues with which the student body wants to engage.  
Pupils (all or a selection thereof) will be surveyed annually in relation to their feelings on staying safe at school via a 'My Thoughts on School' checklist and also through the information relayed via the Student Council.

- We have a Green schools' committee to ensure as full a participation in school life as possible for pupils and encourage a sense of responsibility.
- We have an Active Schools Committee, with school-wide annual participation in 'Active Schools Challenge' programme in Term 1 and an 'Active Schools' Week' in Term 3.
- We have a Wellbeing Wall in our hall and a Memory Sun-dial on our grounds.
- Additional EAL hours (10 per week) have been sought and received to help our newcomer pupils.
- There's annual involvement in 'Food Dudes' programme to encourage healthy eating practices and we hope to involve our Student Council in our application for the Hot Meals' Initiative being rolled out by the Dept. of Social Protection and the Dept. of Education.
- Existing good practices gained whilst on CPD are shared among staff.
- Further advice and support is regularly sought from 'Oide' (Professional Development Support Team).
- The school has other appropriate initiatives in place to promote a positive and inclusive school culture and environment such as Yard Buddies and Reading Buddies.
- Having identified online social media difficulties amongst pupils we aim to provide access annually to workshops in Cyber-safety through Barnardos or Cybersafe schools, to pupils and to parents where possible. We have provided a link to an on-online programme with Cybersafe schools for parents.

We promote Cyber-safety practices through the use of the Web-wise materials on Safer Internet Day in February.

- Under Social Personal and Health Education (SPHE), all classes are taught the Stay Safe programme in 3<sup>rd</sup> and 5<sup>th</sup> and the RSE (Relationships and Sexuality Education) programme in 4<sup>th</sup> and 6<sup>th</sup>.
- We run an annual Friendship /Anti-bullying week in March.
- All teachers and SNAs take turns to complete a rota of yard duty with our ASD class pupils.
- The pupils in our ASD class are included in school and class activities with their peers as often as is possible and insofar as they are able.
- All teachers are required to read the school's Code of Behavior, Child Safeguarding Statement and Policy on Anti-bullying at the beginning of the school year and are aware of their roles and responsibilities in preventing and tackling bullying.

## 1. The Imperative of the development of a 'Bí Cineálta' Anti-Bullying Policy:

**Background:** Following the publication of the 'Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools in June 2024, all schools are required to create a new Anti-Bullying Policy in this school year.

### Actions for 2024/25

- The Principal has attended the Introduction webinar and 2 staff members will attend CPD in January 2025. All staff will take part in a half-day's in-service later in the school year to progress the policy.
- An oversight report will be introduced at every Board meeting regarding any existing bullying issues.
- A child-friendly version of the 'Bí Cineálta' Policy will be developed with the help of the pupils, in particular the Student Council.
- A Wall mural will be designed by pupils with the help of a local artist for the back yard wall on the topic of Friendship and Positive School Culture.

## 2. The Imperative of the Attendance Strategy Campaign

**Background:** In line with the Department's 3 year Attendance Strategy Campaign which commenced in late 2023, we have identified and targeted key issues to promoting attendance.

### Actions for 2024/25

- The importance of regular attendance will be addressed at termly pupil assemblies- 'Every School Day Counts'.
- Pupils and classes with best/excellent attendance will be highlighted at key times of the year with Certificates and Trophies being awarded and other pupils will be encouraged to maintain their good attendance and/or try to improve it, through an ongoing awards system.
- The Student Council will be involved in promoting attendance.

### Success Criteria

- The wellbeing of our pupils will be measured in the reduction of school reluctances, behaviours or illnesses related to anxieties, and a demonstrated improvement in resilience amongst pupils.
- Decrease in reports of online misuse amongst pupils.

- Positive teacher and support staff feedback, including in relation to staff well-being.
- Positive parental feedback.
- Positive pupil feedback through the 'Thoughts on School' checklist. Pupils will report a better understanding of the steps they need to take to protect themselves in the online space.
- An upturn in school attendance figures as the school year progresses.
- An increase in the number of pupils with perfect or near-perfect attendance.

## **B. National Curriculum Goals**

### **I. Maths Curriculum**

**Background:** In April 2024 the school undertook an Evaluation in the Curriculum area of Maths. We welcome the affirmation of good practices in the teaching and learning of Mathematics that exists in the school as noted in the Inspectorate's Report. We acknowledge the constructive recommendations made, which tie in with our training for the new Maths Curriculum and which shall be incorporated into our planning for the teaching and learning of Maths, through our SSE process for this school year, with particular emphasis on the following:

### **Actions for 2024/25**

- Development of pupils' self-assessment skills by providing regular opportunities to formally record learning experiences using mathematical language. Journal entries will form part of the work in pupils' maths copies.
- In order to model the appropriate terminology we want pupils to use, it will be necessary for teachers to provide feed-back, both oral and written, as consistently as possible, We have sourced 'Maths Journal Prompts' from Oide to start this process.
- Digital Technologies (such as class iPads, Interactive boards, PCs) will be used more widely across the school to reinforce mathematical learning. Relevant Apps and websites will be shared by/with all staff.
- The school Maths Trails (indoor and outdoor) will be updated over the school year in order to promote a greater awareness of Maths in the environment.

## II. Primary Language Curriculum (PLC)

**Background:** We have formulated a template for short term planning which is now in use across the school.

In 2023/24, staff identified T2 (the second language) and Gaeilge Neamhfhoirmiúil (informal Irish) in particular as an area in need of attention. A set of 'frásaí' (phrases) was developed for each class level. These are sequential and are displayed in each room and explicitly taught over the school year.

### Actions for 2024/25

We will expand our use of Gaeilge to link in with the fundamental movement skills component of PE lessons using the Content and Language Integration Learning approach (CLIL). Previously taught FMS (Fundamental Movement Skills) instructions will then be delivered 'as Gaeilge'.

## C. Other National Strategies

### Digital Strategy for Schools:

**Background:** We have formulated our Digital Strategy plan to focus on pupils' engagement in meaningful learning activities, the development of our assessment practices and incorporate the use of I-pads and the Seesaw platform as aids to this.

A team of staff engaged in training with 'Oide' during the 2023/24 school year in this regard.

### Actions for 2024/25:

- Pupils will use iPads for sourcing information.
- Pupils will create projects/content to support basic knowledge creation in a curricular area.
- Teachers will use digital tools for assessment of and assessment for learning.
- Through CPD, teachers will upskill in the area of navigating the Digital World with Wellbeing in mind. This will also tie in with our S.E.E. focus of Wellbeing.
- Coding will be introduced using Spike Lego sets in 4<sup>th</sup> and 6<sup>th</sup> class and Bee-bots in 3<sup>rd</sup> class.



## **Part 2: Previous SSE focus**

Prior to developing and sustaining the Covid-19 Response Plan, our SSE focus was P.E. and in particular the area of Physical Literacy and Fundamental Movement Skills. The Fundamental Movement skills programme is now incorporated into P.E. lessons at all class levels. (See previous SSE/SIP plan(s) for details.) The relevant current area of focus is displayed monthly on the staffroom notice board and in the G.P. hall where most PE lessons take place.

In 2024, as part of our Active Schools programme, we applied to Oide for support in Physical Literacy as we had many new staff members and need to update our training.

- We received in-service training on linking PE to Wellbeing and promoting positive experiences in PE lessons.
- We updated our PE plan to reflect better the link to the fundamental movement skills.
- We updated our PE policy.

## **Review**

A review of the Action Plans in each area of the School Improvement Plan will take place termly at staff and ISL meetings. Staff members will discuss the successes and challenges of each section of the plan and amend or add to any of the action plans as necessary.

## **Responsibility for the School Improvement Plan**

- Principal and whole school staff to develop the plan.
- Board and school community will be asked for input.
- Board will ratify.

## **References**

### **[Looking at Our Schools 2022 / Wellbeing Policy Statement and Framework for Practice 2019 : Domains and Standards](#)**

The focus of School Self Evaluation is based on the domains and standards set out in these documents. These domains and standards enable us to evaluate teaching and learning in a meaningful and coherent way. The following have been identified as the domains and standards addressed in this current School Improvement Plan;

**[Curriculum \(Teaching & Learning\)](#)**

Children and young people experience positive, high-quality

teaching, learning and assessment, which provide opportunities for success for all.

Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.

#### Relationships & Partnerships

Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community.

#### Learner Outcomes:

Pupils have the necessary knowledge, skills and attitudes to understand themselves and their relationships.

#### Learner Experiences:

Pupils grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning.

#### Teachers' Individual Practice:

Responds to individual learning needs and differentiates learning and teaching activities as necessary.

#### Teachers' Collective/Collaborative practice:

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

Contribute to building whole-staff capacity by sharing their expertise.

Teachers value and engage in professional learning and professional collaboration.

#### Leadership and Management:

Create and maintain a positive school culture and a safe, healthy and purposeful learning environment, and sustain it through effective communication.

#### Leading School Development:

Lead the school's engagement in a continuous process of self-evaluation.

**END**

Chapman

DeLo

P. at Coley

9/12/2024

Principal