

# Castleknock Community College



School Self-Evaluation &  
School Improvement Plan 2023 -2024



**2021-2023**

● Digital Plan

**2022-  
2024**

● Wellbeing

**2023-  
2025**

● Inclusion &  
Diversity



# 2021 -2023 Digital Plan

---

## Introduction

This document records the outcomes of **School Self-evaluation** undertaken during the school year 2022-23 in the area of Wellbeing & Digital Planning & also includes our **School Improvement Plan** for 2023 – 2024

---

## Outcomes of the Improvement Plan 2021-2023 - Digital Plan

### Digital Plan:

- Digital Leaders met regularly to plan promotion of Learning using Digital Technology
- Digital Leaders engaged in Sustained Support CPD with PDST
- Digital Leaders in consultation with staff, students and SNAs developed a vision for Digital Learning at CCC
- Investment in New devices for Digital Leaders with the purpose of training other teachers in use of this technology for teaching
- Participated in the Formative Assessment using Digital Portfolios for 2022 -2023
- Staff surveyed on access to IT in the school .

### Plan for 2022-2023:

- The Digital Leaders will continue their commitment to support colleagues with MS365 & Teams
- The Digital Portfolios Project will result in an expansion of the Digital Leaders Team
- Development of a plan for the use of Digital Devices within classes for learning

### Progress on Actions Planned for 2022 -2023

- In 2022 the Digital Team identified the following actions to be implemented as part of the Digital Technology Improvement Plan for 2022 -2023.

1. Planning for the proposed use of devices in the classroom – a strategy for the school year and beyond. Planning will be informed by research on best practice and interviews with members of the school community.
2. The digital leaders will be available on the Third Thursday of every month to share practice and support colleagues.
3. Formative Assessment using Digital Portfolios: The Digital Team will attend CPD to support his project which will be run as a pilot with Rang Newgrange.

#### **Actions Taken for the Proposed Introduction of One-to-one Devices**

- Deputy Principal Mairéad O'Halloran attended Digital Boot Camps with Wriggle throughout the year
- Supply of devices for staff: All Teaching Staff and SNAs (Special Needs Assistants) for First Year 2023 will be given MS Surface Go. These will be returned to Wriggle after three years.
- Heatmap of College to prepare for increased usage of Wi-Fi
- Summer works will include audit of all Whiteboards to check compatibility for casting from Surface Go

**The Digital Leaders will be available on the Third Thursday of every month to share practice and support colleagues.**

- The Digital Team were available to meet staff at lunchtime meetings in September, October, and November.

**Formative Assessment using Digital Portfolios: The Digital Team will attend CPD to support his project which will be run as a pilot with Rang Newgrange.**

- The Digital Portfolio Team availed of two sessions with PDST facilitator Ciarán Cronin at the College and attended two workshops in Athlone.
- The Team presented their project at a workshop in Athlone in May
- Rang Newgrange showcased their digital portfolios in April

#### **Organisation of Digital Portfolio Project**

- Class set of iPads were available for Rang Newgrange
- Students completed three assessments in five subjects for their Digital Portfolios
- Digital Wellbeing Class was used to develop students' digital skills

- Students were introduced to MS Sway as a method of presenting their Digital Portfolios
- The Digital Portfolio Team meet regularly to review progress and plan next steps

## **Actions taken on Introduction of One-to-one Devices**

### **December**

- Initial consultation meeting – Wriggle Education Solution Specialist & Mairéad O’Halloran
- Digital Team Meeting with Head of Education Development at Wriggle
- Planning for Digital Team Field Trips

### **January**

- Digital Team Field Trip to PS Setanta (Microsoft School)
- Digital Team Field Trip to Edmund Rice College (Apple School)
- Presentation to Parents of Incoming First Years on proposed Introduction of One-to-One Devices.
- Survey to Parents of Incoming First Years
- Presentation to Staff on proposed introduction of one-to-one devices.
- Subject departments submitted feedback on one-to-one devices following subject department meetings on 31st January

### **Outcome of Parents Survey**

93% of parents who responded to the survey were in favour of the introduction of one-to-one devices in 2023

Digital Education, inclusion, wellbeing, weight of bags, preparation for work and college were the main reasons given in favour for the introduction of devices.

### **February**

- Wriggle Presentation to Staff on Introduction of one-to-one devices for students
- Survey to Staff on one-to-one Devices for students

## March

- Meeting of Parents on the introduction of one-to-one Microsoft Windows devices to the College for First Year 2023 – facilitated by Wriggle
- Teams Meeting of Digital Team with Wriggle Education Specialist to plan next steps for the Digital Plan
- Onboarding Meeting with Wriggle
- Meeting of Digital Team to complete update to AUP (Acceptable Usage Policy) & Behaviour Code to cover Use of one-to-one devices

## April & May

- Teachers invited to form focus group on protocols for students around one to one devices.
- Digital Team surveyed on skills and training they will require to train colleagues
- Meeting of Digital Team with Wriggle Education Specialist & Wriggle Account Manager – Focus on training staff on One Note and Teams
- Staff Surveyed on Digital Skills
- Training Schedule for Staff for August Finalised

## Summer

- Heatmap of School to test Wi-Fi
- Work completed to prepare Whiteboards for screen mirroring

**Formative Assessment:** The Digital Portfolio Team used the following formative assessment methodologies during the project:

<b>Rubrics</b>	<b>Created for students with a view to help them focus on success criteria for each assignment.</b>
<b>Recorded Oral Feedback</b>	Oral Feedback given using MS Teams which students accessed independently
<b>Think Pink: Self -Assessment Strategy</b>	Student self-assessed their work using the Think Pink Strategy

## Reflection on the Project

- Feedback from students was positive
  - Students enjoyed using technology to complete their assignments
  - Students found the Think Pink strategy the most beneficial
  - Students reported that using a rubric along with written feedback benefited their learning
  - The drafting and redrafting of assignments appealed to some students
  - Teachers reported that the project would be enhanced if students had access to their own devices
- 

## Digital Plan for 2023-2024 & How the Digital Plan will be embedded in future:

**Focus:** In the next Academic Year, the main focus for the Digital Team will be training colleagues and students during the first year of one-to-one devices in the College:

### Actions

- **Staff Training:** Four hours of staff training have been scheduled for the induction week at the start of the school year. Digital Technology will be on the agenda for each staff meeting and subject meetings in 2023 -2024. All staff will be encouraged to use the Wriggle Teachers Hub and Microsoft Educator to upskill.
- **Student Training:** The Digital Team will facilitate training for First Year students during the First week of the first term. Student Digital Education will also be facilitated during timetabled Digital Wellbeing Lessons.
- **Digital Strategy:** The Digital Strategy for Schools to 2027 forms the basis for a new Digital Strategy for the College.

### How the Digital Plan will be embedded in future:

- **The Digital Team** will meet once a term review the implementation of one-to-one devices, plan for staff & student training in digital competence and digital skills.
  - **The Digital Strategy for Schools to 2027** will inform future planning.
  - **Planning for Digital Learning** will continue to be carried out in consultation with the school community.
-



# 2022 – 2024 Wellbeing

---

## The Focus of this Evaluation

We undertook self-evaluation on Key Area 2 - Curriculum (Teaching & Learning).

### The indicators of success are:

- Children and young people experience positive, high-quality teaching, learning and assessment, which provides 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.

### To carry out an evaluation of Junior Cycle students in relation to these Indicators of success, the approach was as follows:

- Each tutor group in second year attended two class periods with the Wellbeing Co-Ordinator.
- Prior to this process starting, all tutors were sent resources on the six wellbeing indicators to use the week before the sessions started.
- One class period was used to judge their knowledge on the six Wellbeing Indicators and assess their previous engagement with the Wellbeing Indicators across the four Wellbeing Subjects and other Junior Cycle subjects.
- The other period was used to complete the online survey.
- 182 students completed the online survey. The survey link was posted on MS Teams for students who were absent.
- The students ranked statements from each of six indicators: Active, Responsible, Resilient, Connected, Respected and Aware. Rank 1(weak) to Rank 5 (strong) was used to judge how well students feel they are supported in the school in relation to the indicators.
- They also reviewed what was working well in the school under each indicator and how the school could promote or improve the indicator.
- Based on the survey findings, two focus groups of fourteen were taken on 31<sup>st</sup> March 2022 and 11<sup>th</sup> April 2022 with a mix of genders from each of the seven tutor groups in second year.
- A total of twenty-eight students participated in this stage. Each group participated in a one hour and twenty minutes session split over two weeks.
- The same survey link was sent via text to all second-year parents with a PowerPoint slideshow explaining the wellbeing indicators. Twenty-six parents completed the survey

## Findings of our Evaluation

This is effective practice in our school  
Strengths in the Area of Wellbeing Indicators

We identified the following strengths:

Responsible:

- Strict counter-bullying policy.
- School encourages online safety.
- Daily announcements and assemblies remind us of the school motto: Responsibility.
- Teacher encouragement around personal responsibilities.

Connected:

- Group work activities in class.
- School is good at making everyone feel included and welcome.
- Daily announcements about events in the school.
- Tutorial time

Resilient:

- Guidance and Chaplaincy Departments
- Care teams and tutors
- Teacher encouragement
- Wellbeing classes.

Active:

- We have lots of clubs for basketball, football, hurling and more. We also do lots of sports in PE
- PE classes once a week as well as being encouraged to be active and learning about the benefits in SPHE and CSPE



- There is a large variety of sports which we, as students, are encouraged to participate in. There's a sport for everyone. In PE, we are also encouraged to participate and it's very equal as we get to go outside sometimes and go to the sports hall on other days. I also think there's a variety of sports we do in PE which is very good as we learn a lot of skills.

Respected:

- Positive relationships with peers and teachers.
- Freedom to speak and share opinions in class.
- Students feel listened to and valued.
- Awareness around respect and reminded of this by tutors and year head.

Aware:

- Emphasis on progression and 'personal best' and encouraging students to do their best
- The school is always aware of when people maybe stressed over an exam and always offer support for their well-being
- We are taught how to manage our feelings and what to do in order to figure things out - what we should do. Personal values are taught well here.
- Feedback on tests or class work and how to improve
- Teachers help students to work through hard times and to reach their goals.

## Our Improvement Plan

We identified the following areas for improvement –

- Students displayed some of level difficulty connecting the Wellbeing Indicators to their Wellbeing subjects and Junior Cycle in general
- Many students showed that there was a lack of knowledge and awareness of the six wellbeing indicators.

Our improvement plan will include:

- The targets for improvement we have set
- The actions we will implement to achieve this
- Who is responsible for implementing, monitoring, and reviewing our Improvement Plan
- How will we measure progress and check outcomes (criteria for success)

As we implement our Improvement Plan, we will record:

- The progress made, and adjustments made, and when
  - Achievement of targets (original and modified), and when
-

## Our Improvement Plan

Timeframe of this improvement plan is from September 2022 to May 2024

Targets	Actions	Persons/Groups	Criteria for Success	Progress & Adjustments	Targets Achieved
<p>Students will show a deeper knowledge and understanding of the Wellbeing Indicators and how they connect to their Junior Cycle Programme</p> <p>Students will have opportunities to reflect on the Wellbeing Indicators.</p>	<p>A Wellbeing Reflect page in Junior Cycle Journal for 2022-2023</p> <p>Stickers of each indicator distributed to third year groups</p> <p>Wellbeing theme each month</p> <p>Students will take time to fill in this Reflection Page each week</p> <p>Indicators will be promoted in the Newsletter with suggested activities for all subjects</p> <p>Student interviews – March 2023 – with any amendments necessary</p>	<p>Third Year Tutors</p> <p>Wellbeing Coordinator</p>	<p>Students interviewed in March 2022 should be able to identify the Wellbeing Indicators</p> <p>Students interviewed in March 2022 should be able to connect these Wellbeing Indicators to their subjects</p> <p>Before Christmas, a student focus group will be formed to check progress and necessary</p>	<p>Presentation to Third Year Care Team</p> <p>Presentation to whole staff</p> <p>Wellbeing Indicators displayed in classrooms</p> <p>First Year Poster Competition on the theme of “Respect” – Chaplaincy/Art</p> <p>SSE Newsletter – Indicator information with ideas for subject delivery</p>	

	<p>These actions will be rolled out to all Junior Cycle year groups for the new academic year</p> <p>This will be rolled out to senior students to reflect on their wellbeing through Lifeskills classes</p>		<p>adjustments will be made</p> <p>A focus group of tutors will be formed to check progress and necessary adjustments will be made</p>	<p>Reminders in Staff Newsletters</p> <p>Information in Parent Newsletters</p> <p>Wellbeing Indicators promoted at all assemblies</p>	
--	--	--	--	---	--



## 2023-2025 - Inclusion & Diversity

---

### Introduction

Under the umbrella theme of “Ethos” this year the School Self Evaluation will use the Quality Mark process as a way to fully examine its area of focus. This process has at its core, child protection and wellbeing. This process continues the work completed by the Diversity Team over the academic year 2022-23. Their work included the Diversity Survey which captured the Student Voice, and from which emerged the College’s draft Inclusion Policy which will endeavour to ratify during this review process.

### Belong To Quality Mark Process:

- Quality Mark leaders meet regularly to plan promotion of Quality Mark project
- Quality Mark leaders report and present to whole staff via staff meetings
- Quality mark leaders have engaged in training with Belong To
- Quality Mark leaders have established a wider working group to help plan and roll out initiatives throughout the year
- Quality mark leaders are in the process of surveying relevant stakeholders (staff, students, parents, BOM)
- This data will be gathered and then analysed. The findings will be used to help us reflect and plan. Following this we will draft and roll out our action plan, ensuring we outline the goals and requirements of the LGBTQ+ Quality Mark under the four key areas of Wellbeing Promotion in line with the Department of Education’s Wellbeing Policy Statement and Framework for Practice (2018):
  - Culture and Environment
  - Curriculum (teaching and learning)
  - Policy and Planning
  - Relationships and Partnerships
- Policy will be reviewed, and if necessary, drafted, or redrafted.
- Staff will engage in e-learning (90-minute online session)

- Whole staff training will take at staff meeting on 9<sup>th</sup> January 2024
- Action plan implementation takes place across 18-month process.

## Actions for the year:

### September:

- Establish core group and larger working group.
- Meet with both the smaller and wider groups.
- Coordinator meetings and Regional Network Meetings with Belong To.
- DCU Lecturer in Religious Education, Vivek Da Silva presents to whole staff, about inclusion and ethos.
- Quality Mark Teams page has been created as a way for all leaders to communicate.

### October:

- Share surveys with all stakeholders and collect and analyse data. Action Plan Meeting.

### November:

- Stand Up awareness week 6<sup>th</sup> - 10<sup>th</sup> November. Plans include Promotion school wide events, using daily Twitter updates, parents' newsletter, students' newspaper.
- Visiting German students will be here this week – opportunity to include them.
- Pride reading, literacy wall.
- Quiz - school wide.
- Message board at student entrance Film screening (“Pride” on Amazon).
- Rainbow day for First Years on the Wednesday – charity TBC.

### December:

- E-Learning 90-minute training for whole staff. Staff receive certificates after concluding the training.

### January:

- In person training during staff meeting on January 9<sup>th</sup>.

**February - May:**

- Curriculum focus: sharing teaching and learning resources and collaborating with teachers to create new resources for their lessons across all subjects. Add to subject planning agenda for Subject Department Meetings.
- Literacy focus: introduce more authors and books that represent the LGBTQ+ community to promote further inclusion.
- Diversity group: build on the already founded group and try to encourage more LGBTQ+ students and allies to join. Hope is to have it as a standalone group that meets on Thursdays.

**September - December 2024:**

Self-assessment, Accreditation visit, Stand Up Awareness Week & Accreditation submission

## Our Improvement Plan

Timeframe of this improvement plan is from September 2023 to May 2025

The targets in this plan are taken from “Looking at Our Schools” 2022

Targets	Actions	Persons/Groups	Progress & Adjustments	Targets Achieved
<p>Students demonstrate an enquiring and open-minded attitude towards themselves and those around them.</p> <p>Those with leadership and management roles promote an inclusive school community which demonstrably values diversity and challenges discrimination.</p> <p>Those with leadership and management roles establish clear principles of inclusion and social justice to deliver equality of opportunity for students throughout all aspects of school life. They do so in collaboration with all staff.</p>	<p>Surveys for staff, students, parents, BOM</p> <p>E-learning training (all staff)</p> <p>Whole staff in person training</p> <p>Stand Up Awareness Week</p> <p>Curricular revision and planning</p>	<p>All staff</p> <p>Coordination group</p> <p>Working group</p>		