

# Castleknock Community College



School Self-Evaluation &  
School Improvement Plan 2024 -2025



**2022-2024**

- Wellbeing

**2023-2025**

- Inclusion Phase 1: Inclusion & Diversity

**2024-2027**

- Inclusion Phase 2: Universal Design for Learning



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

	<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>ideas for subject delivery</p> <p>Reminders in Staff Newsletters</p> <p>Information in Parent Newsletters</p> <p>Wellbeing Indicators promoted at all assemblies &amp; Award Ceremonies</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------



## 2023-2025 – Inclusion Phase I: 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 Reginal 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.

#### Actions for Year 2024-2025:

This year we will continue to implement the improvement plan by carrying out the following actions:

#### September:

- Team Planning and Staff Update. Resume Stand Up Club.
- Establish a Lego Club to include neuro-diverse students.

#### October:

- The Team will resurvey staff, students, parents and member of the BOM.
- Quality Mark Accreditation visit to take place- visit to school planned for 22<sup>nd</sup> October.

#### November:

- Stand Up Week will take place- a variety of events are planned

#### December:

- 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
Students demonstrate an enquiring and open-minded attitude towards themselves and those around them.	Surveys for staff, students, parents, BOM	All staff Coordination group Working group		Achieved
Those with leadership and management roles promote an inclusive school community which demonstrably values diversity and challenges discrimination.	E-learning training (all staff)			Yes
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.	Whole staff in person training			Yes
	Stand Up Awareness Week		SOWs updated	Yes
	Curricular revision and planning			Yes
	September 2024 Team Planning and Staff Update. Resume Stand Up Club.	Coordinator All Staff	Stand Up Club has been resumed	Yes
	Establish a Lego Club to include neuro-diverse students.	Working Group	Lego Expert attended College, Lego donated and Lego Club established every Friday.	Yes
	October 2024 The Team will resurvey staff,	Working Group		

	<p>students, parents and member of the BOM. Quality Mark Accreditation visit to take place- visit to school planned for 22<sup>nd</sup> October.</p> <p>November: Stand Up Week will take place- a variety of events are planned- Flag raising, Intercom announcements, Chalk crosswalks, Quiz, Rainbow Day 1st Years and more.</p> <p>December 2024 Accreditation Submission</p>	<p>All staff</p> <p>Working group</p> <p>Working group</p>		
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------	--	--



# 2024-2027 – Inclusion Phase 2: Universal Design for Learning & Supporting the Gifted Student

---

## The Focus of this Evaluation:

We undertook self-evaluation on Domain Area 3- Teacher's Individual Practice (Teaching & Learning)

## Reasons for this Focus:

- Survey Results from Staff Feedback May 2024: Staff identified UDL and supporting the gifted learner as areas that they would like to pursue within the SSE framework
- As identified in Subject Inspection Report

## Actions for the Year 2024-25:

- Establish Teaching & Learning Team
- Begin process of engaging with research on UDL and supporting the gifted student
- Clarify vision- shared vision
- CPD in area of UDL for Teaching & Learning Team
- Analyse and Make Judgements: Begin to Pilot strategies
- Review of Team findings to date
- Identify strengths and weaknesses and Areas of learning
- Decide on Target
- Further CPD
- Develop 3-year SSE Plan, with focus on Actions
- Share/ Publish Plan
- Plan for roll out of School Improvement Plan during Academic year 2025-26