



St. Mary's Diocesan School

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Our Self- Evaluation Report & School Improvement Plan

The areas for improvement set out from our school self- evaluation are:

Wellbeing; Digital learning; Differentiation; Special Education teaching, Attendance

This is what we have been looking at in each area to gather information on how we are doing.

Wellbeing: Data collected in the Wellbeing area:

- Focus group of parents & students
- Analysis of PASS survey questions
- Analysis of questionnaire to staff from LAOS document
- Survey of 5th year teachers on their experience of JC SPHE
- Discussion forums at student council with first year groups on student voice

Digital learning: Data collected on the following

- Sub Committee established to include digital learning in the Code of behavior & Acceptable use policy
- Digital planning committee was established
- Students & parents surveyed on digital plan targets.
- Staff surveyed on introduction of one: one device
- Staff surveyed re supports needed
- Field trips organised to one: one device schools to observe

Differentiation: Data collected on the following

- Teacher focus group- training on NCSE methods of differentiation & methods trialed with 2nd yr classes
- Student focus group- methods trialed & discussion/ interviews followed
- Class observation by DP & reflections made
- Workshop given to teachers to share the learning on methods used
- Accelerated reader established with 1st years
- Questionnaire to staff re: higher/ lower order questioning used
- Oide workshop on Effective questioning & staff discussion

Special Education Teaching: Data collected

- Learner support plans on schoolwise, compiled by resource teachers in consultation with class teachers (questionnaire)
- Professional conversation with SNA support & teacher
- In house screening
- CAT4, NGRT & PTE/PTM data, accelerated reader analysis on schoolwise
- NCSE support & training

Attendance

- Building on whole school drop everything and teach and use of AP1 Role -Policy Review and drafting

This is what we are now going to target in each area

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p><u>Wellbeing</u></p> <ul style="list-style-type: none"> • Review of the new Junior Cycle 	<ul style="list-style-type: none"> • Planning with the new JC Learning outcomes (will review 5th yr. feedback gathered on SPHE experiences) 	<ul style="list-style-type: none"> • SPHE teachers 	<ul style="list-style-type: none"> • Teachers involved in JC wellbeing are trained & fully resourced • Schemes are agreed & progressed 		

	<ul style="list-style-type: none"> Sharing resources based on CPD 		<ul style="list-style-type: none"> CPD continued throughout the dept 		
<ul style="list-style-type: none"> NEW Senior cycle reform of wellbeing 	<ul style="list-style-type: none"> Plan for the New Senior cycle reform Planning for the resources needed for the 58mins classes 	<ul style="list-style-type: none"> SPHE teachers 	<ul style="list-style-type: none"> Teachers at SC are trained & resourced in the new reform CPD continued throughout the dept Plans developed for the 58mins classes 		
<ul style="list-style-type: none"> RSE Policy update 	<ul style="list-style-type: none"> Subcommittee to be established to read & update the current RSE policy 	<ul style="list-style-type: none"> Subcommittee 	<ul style="list-style-type: none"> Subcommittee established to update RSE policy & bring to staff 		
<ul style="list-style-type: none"> Student voice focus 	<ul style="list-style-type: none"> Student council to work with CSPE to get feedback about issues that the class would like to discuss (Wellbeing for some) Subject depts will bring in student voice 	<ul style="list-style-type: none"> Wellbeing committee Committee to explain student voice to the staff at staff meetings 	<ul style="list-style-type: none"> Depts will have filled out forms on what student voice activities they are using & have included them in the dept plan. Time given in CSPE classes to feed in ideas to 		

	activities into the classroom (wellbeing for all)		the student council rep		
<ul style="list-style-type: none"> Questionnaire to year groups under the following headings: Discipline, Academic Standards & safety 	<ul style="list-style-type: none"> Devising questions to be circulated in 24-24 to students 	<ul style="list-style-type: none"> Wellbeing committee 	<ul style="list-style-type: none"> 		
Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Digital learning See digital plan Revised-Digital-Learning-Plan-Template-2023 (1).docx	Training given to first year students on new devices throughout the year. Training given to teachers from external & internal teachers	Subcommittee to collect data & write up the digital learning plan	Students are confident & competent at using MS apps & other. Teachers have increased the level of digital classwork &/or h/w into their lessons		
Update our code of behaviour to include digital devices & Acceptable Use Policy (AUP)	Code of behaviour to be read & revised to include digital devices & brought to staff AUP to be written & shared with staff	Subcommittee of digital learning working group	Policies are written & updated & shared/ discussed with staff & board of management	Policies are modified by staff discussion & brought to the board	Policies ratified by the BoM in April 2024
Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Differentiation	<ul style="list-style-type: none"> All students in first year are tested & their 	<ul style="list-style-type: none"> 1st & 2nd year English teachers 	<ul style="list-style-type: none"> Incremental improvements in reading 		

<ul style="list-style-type: none"> Accelerated reader for 1st & 2nd years 	<p>reading age assigned & reading material</p> <ul style="list-style-type: none"> Short assignment completed at the end of every book read- progress followed 		<p>ages/ word count & cross curricular accessibility to textbook & other reading material.</p>		
<ul style="list-style-type: none"> Questions quadrant & choice board (h/w) posters to be designed 	<ul style="list-style-type: none"> Poster designed based on the question quadrant & choice boards & printed for every classroom 	<ul style="list-style-type: none"> Differentiation working group 	<ul style="list-style-type: none"> Students become self-directed learners, choosing h/w that tests them & their abilities. Questions in the classroom are taken from each quadrant to stretch all abilities 		
<ul style="list-style-type: none"> Learning styles of students to be tested 	<ul style="list-style-type: none"> All students are tested to discover their preferred learning style Learning styles of students are shared with teachers on schoolwise. 	<ul style="list-style-type: none"> CSPE teachers to complete the testing Differentiation committee to upload to schoolwise 	<ul style="list-style-type: none"> Confident & happy learners who experience different teaching methodologies 		

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<u>Special Education Teaching</u> <ul style="list-style-type: none"> Roll out of the new SEN model 	<ul style="list-style-type: none"> All stakeholders are informed/ updated on the SEN model & their part-subject teacher-yearhead-yearhead to DP- DP to care team 	<ul style="list-style-type: none"> Yearheads/ DP in charge of year groups to inform SENCO at care team when students are identified by teachers for additional supports. 	<ul style="list-style-type: none"> All queries/ learning difficulties are dealt with appropriately Yearheads are documenting their notes on the learner support tab 		
<ul style="list-style-type: none"> Creation & building on student support plans 	<ul style="list-style-type: none"> Support plans are updated & available on schoolwise 	<ul style="list-style-type: none"> SEN teachers involved with those students 	<ul style="list-style-type: none"> Teachers are informed as the best way to support their students 		
<ul style="list-style-type: none"> Training on schoolwise for teachers on learner support tab 	<ul style="list-style-type: none"> Lesley from schoolwise provided training 	<ul style="list-style-type: none"> Senior Mgmt. 	<ul style="list-style-type: none"> All teachers involved in learning support are competent in filling out the support plans & using the learner support tab 		
Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<u>Attendance</u> <ul style="list-style-type: none"> Policy review 	<ul style="list-style-type: none"> Policy reviewed & draft presented to staff to be 	<ul style="list-style-type: none"> Attendance subcommittee 	<ul style="list-style-type: none"> New attendance policy in place & changes 		

	ratified by the BoM		noted & understood by staff & student body/ parents		
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