

# Patrician Academy Mallow

## Our Self-Evaluation Report and Improvement Plan

### 1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

#### 1.1 Outcomes of our last improvement plan from Sept 2015- June 2021

Outcomes of our last improvement plans from September 2015 to June 2021

- Google Classroom (2019-2021) Integrate Google classroom into our school. This process was accelerated due to global pandemic and working from home which meant everyone had to use google classroom. It is now an integral part of our teaching and learning in the academy.
- Numeracy (2016-2019) – Develop confidence in Numeracy and problem solving, foster a cross curricular approach to numeracy, facilitate students to engage in problem solving, more use of ICT
- Literacy (2015-2019) – Improve Reading, better attitude to group/pair work/Higher expectations and standards in writing

#### 1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period (*sep 2021*) to (*June 2022*). We evaluated the following aspect(s) of teaching and learning:

- Wellbeing education is a priority for us all and can be progressed through the SSE process. SSE can also help a school to address the wellbeing challenges that arise for staff or learners. The adoption of a multi-component, preventative, whole-school approach is most beneficial in promoting wellbeing. This involves all members of the school community collaborating to change and improve specific areas of school life that impact on wellbeing

### 2. Findings

#### 2.1 This is effective / very effective practice in our school

*List the main strengths of the school in Wellbeing*

- Strong catholic ethos
- Highly committed staff who volunteer many extra hours to extra curricular
- A very strong and committed student council who advocate the student voice
- GCE TY class formed 2020
- Specific SSE co-ordinator and newly appointed wellbeing co-ordinator
- A successful Wellbeing week being run in the school
- Wellbeing being delivered across Junior cert classes.
- An Inclusive school culture

#### 2.2. This is how we know

*List the evidence sources. Refer to pupils' dispositions, attainment, knowledge and skills.*

- Student & staff wellbeing survey
- 95% of staff would say that their general wellbeing is either excellent or good. This drops to 80% in work which is still very high.
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#### 2.3 This is what we are going to focus on to improve our practice further

*Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.*

- Further develop Wellbeing week
- General wellbeing/guidance working group set up with teachers linking in with students similar to senior cycle mentor programme
- Try to attain Amber Flag
- Try to attain Belong to flag
- WWGS global passport



## Our Improvement Plan

Timeframe of this improvement plan is from Sept 2021 to June 2023

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>Improve Wellbeing in the school Community</p>	<p>Whole school initiative to work on general wellbeing for students and staff.</p>	<p>Senior Management Assistant Principals SSE co-ordinator Wellbeing co-ordinator Guidance Councillor Student Council Coordinator Subject teachers Students</p>	<p>Commence a Whole school movement in delivering raising Wellbeing awareness Positive response to a whole school initiative. General wellbeing/guidance working group set up with teachers linking in with students similar to senior cycle mentor programme LGBTQ+ working group formed, training offered and a support group set up Cultural appreciation/awareness days Different staff initiatives encouraging physical activity Wellbeing Week embedded in school calendar Try to achieve Amber Flag and Belong to Flag</p>	<p>Wellbeing week successfully delivered  1<sup>st</sup> wellbeing and school culture survey delivered and results analysed.</p>	<p>Currently a work in progress  Review at the end of may 2022</p>

<p>Student Tracking</p>	<p>Academic</p>	<p>Whole school initiative to work:          Improving student attainment.          Improve the quality of teaching and learning.          To improve and support the current model of student intervention.</p>	<p>Senior Management          Assistant Principals          SSE co-ordinator          Guidance Councillor          Student Council          Subject teachers          Students</p>	<p>Establishment of academic data tracking drive, accessible to whole staff containing information on student predicted, current and expected targets.</p> <p>Establishing standardised milestone assessments in each subject group area.</p> <p>Involvement of student council and student working groups within class cohorts to establish expected targets for JC achievement and to fully involve students as co-authors in the assessment process.</p> <p>Grow and expand the role of the data analysis and tracking team, ideally containing at least one teacher per subject area and for meeting of this team to occur regularly.</p> <p>Link to SEN to establish best methods of possible intervention</p> <p>Incorporate Senior cycle.</p>	<p>Analysis of second year data from 2020/21 and 21/22 completed.</p> <p>Student questionnaires in relation to expected grades completed and analysed.</p> <p>Data analysis and tracking team established.</p> <p>Test standardisation adopted for milestone assessments.</p> <p>CAT 4 data analysed in effort to establish our own data analysis tool.</p>	<p>Ongoing to be reviewed at the end of mid term 2022.</p>
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