

SSE Report and School Improvement Plan 2024/25

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 September 2023 to May 2024

- We now have an attendance committee (which agreed some of the actions to take to improve attendance)
- Roll-taking improved marginally
- We now have baseline data for attendance (this data was collected, analysed and shared with teaching staff)
- Teachers were informed how they can impact attendance and that there is a National Attendance Campaign
- We raised awareness around attendance among parents (through a workshop with the Parents' Council and social media posts of the attendance awards)
- We began to reward good attendance (students with 95% or 100% attendance received prizes at Christmas, Easter and the end of the school year)
- We started following up on chronic absentees (regular meetings were held between the Principal and Attendance Officer based on TUSLA report and the Attendance Officer sent nudge letters/made phone calls to the parents of poor attenders)

1-2 | The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period May to September 2024. We evaluated the following aspects of teaching and learning:

- Learner outcomes
- Learner experiences and attitudes

2. Findings

2-1 | This is effective or very effective practice in our school

List the main strengths of the school in teaching and learning.

Learner Outcomes:

- Our students enjoy their learning (62%) and expect to achieve as learners (79.5%)
- Our students demonstrate high levels of attainment: they achieve learning outcomes in lessons (87.2%) and are in line or above expectations in summative assessments (77%)
- Our students have the skills to adjust their behaviour when required (51.3%)
- Our students have highly developed subject-specific skills (69.2%) and knowledge (74.3%)
- Our Senior Cycle students have generally attained proficiency in their programme's prescribed skills (53.9%)
- Our students are creative (64.1%)
- We recognise our students as key contributors to our sustainable future (71.8%)
- The intended learning is appropriately differentiated where necessary (76.9%)

Learner Experiences and Attitudes:

- Interactions among our students (82.1%) and between students and teachers (84.6%) are respectful and positive (82.1%)
- Interactions in the classroom support a positive learning environment (97.4%)
- Our students respect the role of the teacher in explaining material and answering questions (82%) but don't seem to rely on Teams/OneNote to study from home (only 16% agree that studying from home is only possible when class materials are on Teams or OneNote)
- Our students regularly contribute their opinions to class discussions and listen respectfully to the opinions of other (71.8%)
- The vast majority of our students care about academic success (80%) while enjoying the social aspect of school (91%)
- Our students' experiences generally reflect well on how the code of behaviour is understood and implemented (84.6%)

- Our students believe both parents (57%) and the school (70%) are strict on attendance

2-2 | Areas for Improvement in our School

List areas identified that can improve teaching and learning in our school and could be potential targets of SSE

- Reduce distractions during free classes (almost 75% feel they can't study in free classes because there are too many distractions)
- Increase levels of participation and encourage greater interest in learning (51.3% of our students show high levels of participation and interest in learning and 46.2% of teachers disagree that our students are motivated to learn)
- Further develop students' confidence in their use of technology (59% of our students are confident in using technology individually and with peers to enhance their learning)
- Improve students' attitude towards life-long learning (59% of our students are well disposed to continuing education and training)
- Support students in developing greater organisational skills (48% of current TY students had difficulties managing the workload in 3rd Year)
- Stress the importance of holistic education (60% of students think non-exam subjects are less important than exam subjects – only 18% disagree)
- Encourage critical thinking and problem solving across all subjects (only 17.9% of teachers believe our students apply these skills in their learning)
- Encourage students to take ownership of their learning (only 28.2% of teachers believe that our students display initiative, self-reliance, positive self-esteem and self-confidence)
- Encourage risk-taking and embrace failures as learning (only 28.2% of teachers believe that our students are willing to risk incorrect responses and accept that mistakes are part of learning)
- Encourage students to persist with increasingly challenging tasks (only 20.5% of teachers believe our students are motivated to do same)
- Embed effective reflection in all learning (only 25.6% of teachers believe that our students assess their own progress and are aware of strengths and areas for improvement as learners)
- Support students better in assessing their own learning (only 28.2% of teachers believe our students contribute to setting meaningful learning goals for themselves)
- Support students better in negotiating their learning (only 23.1% of teachers believe our students are able to do this)
- Work to improve student ownership of learning (only 20.5% of teachers believe our students take responsibility for their own learning)

2-3 | This is how we know

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

As per findings above of:

- Teaching staff [survey](#) (Review of Teaching and Learning May 2024) – 39 responses
- Student [survey](#) on Study Days and Attitudes (September 2024) – 56 responses
- Discussions at Staff Meetings
- Leaving Cert and Junior Cycle results 2024

2-4 | 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.

1. Continue to try and improve attendance
2. Work to encourage more students to take ownership of their own learning (as per [staff vote](#) May 2024)

3. Our improvement plan

On the next page we have recorded the targets for improvement we have set, the actions we will implement to achieve these, who is responsible for implementing, monitoring and reviewing our improvement plan and how we will 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) occur.

School Improvement Plan (SIP) 2024/25

Timeframe of this improvement plan is from September 2024 to May 2025

Focus	Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Attendance	Continue to improve accuracies of roll-taking	Issue clear rules for roll-taking at the August staff meeting	Principal, Deputy Principal, Attendance Officer, SSE Co-Ordinator	Close to 100% accuracy of roll	Review of roll-taking guidelines at Oct 2024 staff meeting, further guidelines issued Dec 2024 and Jan 2025 TY scenarios revisited with MOD Feb 2025 Personal follow-up on errors made by teachers by DP from Jan 2025	Partially - Guidelines agreed by all staff - Action needs to be reviewed in 2025/26 as roll continues to be inaccurate
	Raise awareness of attendance among students at the start of the year	Display posters around the school as visual reminders of the importance of good attendance	SSE Co-Ordinator/Principal	Posters printed and displayed in hallways	Posters displayed in Sep 2024	Yes (repeat Sep 2025)
	Understand the impact of study days on attendance	Conduct survey among TY students to establish attitudes towards study days	SSE Co-Ordinator, TY Programme Manager	Satisfactory response (75% or higher)	Survey results analysed and shared with staff in October meeting	Yes 80% response rate Findings

	Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
	Introduce end-of-year procedures	Include in agenda point at May meeting	Attendance Committee	Procedures agreed and in place for 2025/26 – include in SIP 25/26	Procedures agreed (See minutes of meeting) and staff briefed 29 May 25	Yes (to be reviewed 2025/26)
	Reward excellent attendance	Review attendance and give prize to students with excellent attendance at regular intervals (e.g. at the end of each term)	Principal Deputy Principal Attendance Officer	Prizes awarded for 95%+ attendance at October mid-term break Roll call reviewed and analysed (some adjustments made)	Attendance Certs also presented at the Awards Ceremony for full attendance 23/24	Yes (to be continued 2025/26)
	Publicise that good attendance is rewarded	Publish photos of attendance award winners on social media and in Newsletter	Attendance Officer PRO	Posts/Photos published	Posts on: 07, 08, 09 and 11/04/2025 22/03/2025 20/12/2024	Partially (May need more consistency)
	Find ways to harness good attendance in 1 st Year	Ask staff for input Discuss at last meeting of Attendance Committee Implement 25/26	Attendance Committee	Actions agreed and ready for SIP 2025/26	Staff input sought on 7/5/25; actions for 25/26 agreed by Attendance Committee 14 th May; staff briefed 29/05/2025	Yes (to be implemented 2025/26)

	Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
	Encourage parents struggling with their child's attendance to reach out to their school as the first step of support	Webinar (Marie Kealy) – "Stress, Anxiety and Absenteeism" Toolkit for communicating with parents	Principal/Counsellor	No. of parents attending webinar	26/03/2025 Poor attendance No other strategies explored	No
	Compile Attendance Strategy	Create draft for review by attendance committee	SSE Co-Ordinator	Draft Attendance Strategy	Sent to Attendance Committee Dec. '24 Sent to Staff 19 Mar 2025 Updated 24 May 25 Adopted by BOM June 2025	Yes
	Personally contact parents of chronic absentees	Send nudge letters (Nudge letters sent earlier in September; From January 2025 letters to parents of chronic absentees in 3rd, 5th and 6th to include full absences report, pie charts and list of consequences of poor attendance)	Attendance Officer/ Principal	Higher number of letters sent Quality of letters improved (personalised/visuals) Response from parents	7 letters sent in 23/24 1 letter Sep 24 14 letters Oct 24 41 letters Feb 25 30 letters Mar 25 1 letter May 25 Visuals included from Feb 25 Improved	Yes (continue 2025/26; build in data collation; check for procedural improvement; link to chronic absentees file)

