



OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN 2022-23

In the last year, we have looked at teaching and learning in our school to find out what we are doing well. This is what we discovered:

- Digital Teaching and Learning
 - High levels of engagement by students and teachers with the Microsoft Teams learning platform used by the whole school community
 - Students requiring additional support have that support in the online space as well as in the classroom
- Student as Independent Learner
 - Students highly effective in managing their online learning on the Teams platform – submission of assignments, downloading notes, creating folders for storage of learning materials, using the platform to catch up due to absence
 - Students are recording homework in the school journals and managing deadlines effectively
 - Students are taking learning opportunities outside of the classroom
 - Students are reflecting regularly on their learning in the classroom
- Assessment & Reporting
 - Regular communication with parents on their daughters' learning progress facilitates addressing issues as they arise in a timely manner
 - Reporting more regularly to parents through both formative and summative reporting methods provided clarity to teachers, students and parents on the progress being made
 - Reports are facilitating conversations between parents/guardians and students about progress in learning
 - There is a whole-school approach to assessment with 100% of staff engaging in common assessments in November and the summer
- Differentiation
 - Support is in place to allow EAL students and students with additional needs to access the curriculum
 - 74.3% of students feel challenged to achieve
 - 85.1% of students feel supported in their learning
- Student Wellbeing
 - High level of parent satisfaction with their child's learning (85.7%)
 - Students reports positive relationships with staff (79.7%) and their peers (93.2%)
 - 89.3% of parents stated that their daughter was happy in Loreto College Foxrock
- Literacy
 - Literacy initiatives relating to key terms, spelling and whole-school literacy are embedded in teaching and learning practice.
 - Reading for pleasure is embedded in school culture and there are high levels of student engagement in reading for pleasure (83%)

This is what we did to find out what we were doing well:

- Digital Teaching and Learning

- Digital Teaching and Learning survey completed in conjunction with Teaching and Learning survey at the end of 2022/23 academic year – staff, students and parents.

- SSE survey on teaching and learning – April and May 2023

- issued to sample student and sample parent groups from 1st, 2nd and 5th Year and whole-staff survey.
- Two staff focus groups to follow up on areas of concern/areas requiring further clarity arising from initial survey – Assessment and Reporting, Differentiation, Collaboration.

- Learning Advice Meeting Survey sent to staff and students following 5th Year student attendance at the Learning Advice Meeting in January 2023.

- Staff CPD records

- Assessment results from students across the year:

- Class teachers' own records
- Formative and summative reports issued throughout the year
- Comparison of Leaving Certificate results with national averages

This is what we are now going to work on:

The Department of Education and Science has initiated a third cycle of School Self Evaluation which will span the time frame of 2023- 2026. We will prioritise the following areas for attention:

- Collaboration
- Student as Independent Learner
- Differentiation

We will also continue to monitor our progress in the areas of:

- Literacy
- Numeracy
- Assessment and Reporting

As a school we will also actively focus on the national priority of the promotion of wellbeing as advised by the DES inspectorate.

Our Digital Learning Plan 2023-2026 has also been drawn up with reference to the Digital Learning Framework for post-primary schools.

This is what you can do to help:

- 1st- 3rd Year student journals should be checked regularly to ensure homework is being noted and sign once a week
- Check in with your daughter's Teams account to see how they are managing their learning
- Encourage your daughter to speak to the subject teachers or relevant member of the student support team if there are concerns or difficulties related to learning or any matter related to school life
- Contact the school if you have any concerns relating to your daughter's learning that cannot be dealt with by the student alone
- Have regular conversations with your daughter about their learning
- Encourage your daughter to take greater ownership and responsibility for her learning.
- Encourage your daughter to plan her own revision, to set targets and to track her own progress.
- Encourage your daughter to pay particular attention to the Formative Feedback (comments) she receives from teachers. Your daughter should be clear on where she is achieving in a subject and what the steps are that she should take to reach her full potential.
- Discuss the value of comment-only feedback with your daughter.
- Discuss reports with your daughter
- Engage with parent surveys and all communications related to Teaching and Learning received from the school
- Encourage and model reading for pleasure

Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do.

School time and holidays

The Department requires all post-primary schools to have **167 school days** each year, and a **28-hour school week**.

This year we had 167 school days, from 26th August to 28th May. Our school week is 28 hours 50 minutes.

The Department sets out a **standardised school year and school holidays**.

This year we took all our school holidays within the permitted time. YES

The Department sets out arrangements for **parent/teacher meetings and staff meetings**. Following the lifting of Covid-19 public health restrictions, this year we returned to in-person parent-teacher meetings.

There were 6 staff meetings, all in line with the Department's regulations.

Looking after the children in our school

The Department requires schools to follow the *Child Protection Procedures* it has set down. Our board of management has agreed in writing to do this. YES

All teachers know about the Procedures and we have told all parents about them and how we follow them. YES

Our Designated Liaison Person (DLP) is: Bernadette Prendiville

Our Deputy DLP is: Fionnuala Gleeson

Enrolment and attendance

The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.

We have an admissions policy and it is published. YES

We reviewed (and updated) our admissions policy on: Updated 2nd November 2020

Reviewed February 2021

We keep accurate attendance records and report them as required. YES

We encourage high attendance in the following ways:

- through Pastoral Care System
- clear and regular communication with parents

This is how you can help:

- encourage your daughter to attend school punctually
- where possible, please arrange dental and medical appointments outside of school hours
- encourage your daughter to become an active participant in school life both in her learning and in co-curricular activities

Positive behaviour for a happy school

The Department requires schools to have a code of behaviour, and asks us to consult parents and students about it. We do this. YES

Our code of behaviour describes and supports positive behaviour. YES

We have a very clear and high-profile anti-bullying policy in our school. YES