



Our Self-Evaluation Report and Improvement Plan 2022/23

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 2021 to May 2022

In keeping with guidelines provided by the Department of Education regarding SSE for the 2021/2022 academic year, we continued with the targets set in the 2nd cycle of SSE, and incorporated the particular focus of “Success Criteria” and “Numeracy”.

In the cycle 2, we looked at teaching and learning in our school to find out what we are doing well. This is what we discovered:

- Teachers encourage a positive atmosphere in lessons where students are happy to offer answers or raise questions which are valuable learning opportunities.
- In lessons, teachers demonstrate a high level of pedagogical knowledge and use the support of everyday real-life examples to engage the students and allow them to make meaningful links between school and our world.
- ICT is used effectively by many teachers to enhance and support teaching and learning.
- Questioning is used very well to scaffold and support learning, to keep students on track, to assess the level of understanding and to promote learning.
- In lessons where high expectations are set for the quality of students’ work, it is obvious that students strive to achieve these high standards.
- The majority of students have experienced a vast range of formative assessment strategies e.g. self-assessment, peer-assessment, mini-whiteboards, brainstorming, etc.

1.2 The focus of this evaluation

We undertook self-evaluation of Wellbeing Promotion in our school community during the period of *January to May 2022*. A representative cohort of key stakeholders (students, parents and teachers) was surveyed to evaluate the following aspects of Wellbeing:

- Relationships and Partnerships
- Culture and Environment
- Curriculum – Teaching and Learning
- Policy and Planning

Findings

- Survey data revealed that the majority of students feel that Well-being is a priority in our school. 84% of students surveyed feel they have good mental health knowledge. There was a need identified to provide more opportunities for students to share their ideas regarding mental health.
- Teachers demonstrate a high degree of care and for students and student relationships. There was a need identified among staff for deeper understanding of mental health and anxiety, and strategies to help students with said issues in the classroom.
- 95% of teachers surveyed feel that student voice is important for building a school culture that values mental health and wellbeing. The remaining 5% neither agreed nor disagreed.
- A need for a deeper understanding of mental health was identified among parents and guardians, as well as the desire to acquire further skills to support their child with mental health. Only 25% of parents surveyed felt that they have the skills they need to support their child with their mental health.

We also undertook a self-evaluation of how Covid -19 has impacted students in terms of engagement, motivation to learn, educational outcomes/experiences and well-being. Students, teachers and parents were surveyed and the results are illustrated in the table below.

2.1 This is effective / very effective practice in our school

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

- There is an integrated curriculum planning approach to the provision of Civic, Social and Political Education (CSPE), Physical Education (PE) and SPHE as part of the 400-hour curricular wellbeing programme at Junior Cycle
- Teachers use various teaching and assessment methods that promote a sense of achievement and differentiate their expectations to promote full participation and achievement for all children and young people
- Wellbeing promotion within the school develops children and young peoples' awareness of mental health difficulties and information is shared about when to seek help and who to go to when distressed.
- Where extra-curricular activities are planned, children and young people with additional and/or complex needs and their parents are actively involved in planning and evaluating the programme.

2.2. This is how we know

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

- Survey results from parent/student/teacher survey's 2022.
- Conversations with and observation of student interactions within the school.
- Communication with parents in relation to planning and preparation of extra-curricular activities or outings for student's with additional or complex needs.
- School timetable is evidence of integrated 400 hours of curricular wellbeing.

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.

- **Curriculum (Key Area = Curriculum - Teaching & Learning)** To ensure that Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.
- **Student Voice in Wellbeing (Key Area = Culture and Environment).** Only 47% of students surveyed feel that their ideas on mental health and wellbeing are listened to. We would like to improve upon this. This reveals a need to promote and facilitate the development of pupil voice, pupil participation and pupil leadership. To provide children and young people, staff and parents with more opportunities to have an active voice in decisions relating to school improvement.
- **Planning Support and Continuing Professional Development relating to Wellbeing and Mental Health (Key Area = Policy and Planning):** 62% of staff surveyed feel that they understand the nature of anxiety in young people and have strategies to support young people with anxiety as it presents itself in the classroom. We would like to focus on increasing this percentage. Thus, the need has been identified to encourage and facilitate teachers to attend relevant CPD to meet the needs of the school population and encourage them to incorporate and model learnings in their practice and engage in collaborative working.
- **Training Opportunities for Parents/Guardians (Key Area = Relationships and Partnership):** Survey results showed a need and desire among parents surveyed for more opportunities to learn skills to support their children with their mental health. We would like to facilitate this in so far as is possible and create a continuum of wellbeing support for students both in school and at home.

3. Our improvement plan

With the goal of reaching all of our targets by the end of the 2022/2023 academic year, we have begun the roll of a Mental Health and Wellbeing Initiative entitled **One Good School** in collaboration with Jigsaw. We have created an action plan which addresses all of our targets and outlines how and when each element will be achieved and completed.

One Good School Action Plan 2022-2023

School Name: St. Paul's Secondary School, Oughterard

Group	Priority area(s) identified from self-assessment	Area of activity to be completed	Plan for roll-out of this activity area (target numbers, promotion, calendar dates, lead staff, liaison with local Jigsaw Service)	Target completion date
School Leadership	Whole school Approach to Well-being	Leadership Webinar Series (3 x 1 hour webinars to be completed by leadership between Sept 2022 and June 2023)	The three webinars will be completed by Orla Malone (Principal) and/or Micheál O'Frighil (Deputy Principal)	May 2023
School Staff	Focus on Importance of Mental Health and Wellbeing within school	Mental Health and Wellbeing – a One Good School Approach (1 hour online course for all staff)	We aim to provide 1 Croke Park Hour to all staff to ensure that the majority of staff complete this course (Date TBC)	August 29th 2022 (Croke Park Hour Scheduled on the Staff Calendar)
	Supporting Youth Voice in the school	Staff Training on Innovate for Well-being (1 hour online course only to be completed by select number of staff)	The SPHE Teachers in TY will avail of the training in this course so that it may be rolled out for all TY students during their timetabled SPHE classes as part of our well-being program. TY's have 1 x 40 min class per week which will be solely dedicated to this programme until it is completed.	September 2022 (We are hoping to start rolling it out to students from September 26th so would like to get the staff training done before then)
	Need identified among staff for deeper understanding of mental health and anxiety, and strategies to help students with said issues in the classroom	Understanding Anxiety in the Classroom (1 hour online course to be completed by all staff)	We aim to provide 1 Croke Park Hour to all staff to ensure that the majority of staff complete this course (Date TBC)	September 5 th 2022 (Croke Park Hour Scheduled on the Staff Calendar)
Young People	Mental Health awareness in student population	Let's Talk Sure Why Not? An online course for young people (1 hour online course to be completed by students during school time supervised by staff)	Most 1 st years, some 2 nd and some 3 rd years completed this course in May 2022. Any remaining classes left to complete the course should do so in SPHE classes in September	September 2022
	Need identified to provided more opportunities for students to share their ideas regarding mental health	Innovate for Well-being (10 week Programme to be completed in SPHE by all juniors and TYs)	This will be rolled out as a 10 (or more) week module in all TY SPHE classes, with a smaller number of students in each class nominated as class leads. The class leads from each group will be the ones to attend any face to face	TBC

			training with Jigsaw as numbers allow. Number of students who may attend face to face training with Jigsaw should be decided in consultation with Jigsaw.	
Parents/Guardians	A need for a deeper understanding of mental health was identified among parents and guardians, as well as the desire to acquire further skills to support their child with mental health	Mental Health Awareness Webinar for Parents/Guardians	Offered to all parents/guardians	May 2023
		Mental Health Awareness Course	Offered to all parents/guardians	September 2022

Cluster Meeting Attendance:

Target number of cluster meetings that your school will be represented at: 3

How will you ensure that learning from the cluster meetings is shared with your school? It will be reported on at staff meetings and a summary document will be emailed to all staff members.