



*St Patrick's Comprehensive School,  
Shannon,  
Co. Clare.*

*School Improvement Plan*

*2019 – 2022*

*Bealach*

*"We would like to give special thanks to all those Americans who built the spacecraft; who did the construction design, the tests, and put their hearts and all their abilities into those craft. To those people tonight, we give a special thank you, and to all the other people that are listening and watching tonight, God bless you. Good night from Apollo 11." Neil Armstrong concludes the final television broadcast from Apollo 11 on the night before splashdown, July 23, 1969"*

## Foreword:

2019 marks the 50<sup>th</sup> anniversary of the Moon Landing when Neil Armstrong and Buzz Aldrin became the first people to step on the moon. 2019 also marks the 53rd anniversary of the opening of St Patrick's Comprehensive School in Shannon – a dynamic and innovative project in its own right. As the first comprehensive school in Ireland St Patrick's was at the forefront of delivering progressive, responsive and student centred education in Ireland. 53 years later we remain committed to excellence in education which places students at the centre, and continue in the centrality of our role in the community of Shannon and its environs.

We all know the names of the two men who stepped on the moon on the 16<sup>th</sup> of July 1969 however as Armstrong references above there was an army of people – men and women; mathematicians, scientists, engineers, designers who worked together to achieve the ultimate goal. There is a lovely story of when President John F Kennedy visited the space centre prior to Apollo 11; he passed a janitor in the corridor and asked him what his role was, the reply he received - “I’m helping put a man on the moon!”

We are not planning on putting anyone on the moon but this School Improvement Plan is our ‘Bealach’ ‘route’, for the next 3 years. It sets out our vision of where we want our school to be and how we are going to get there. As with the moon landing it will require the support, expertise and hard work of all members of our school community. But if we all play our part, no matter how small, we too will continue to push boundaries and build on the legacy of those educational pioneers of 53 years ago.

*Mary Costello*

Principal, St Patrick's Comprehensive School



## School Improvement Plan Process

The school improvement plan process and subsequent report is guided by the principles and recommendations in *Looking at our School* and the *School Self-Evaluation Guidelines 2016-2020 Post-Primary*.

- November 2018 – Staff reflection sheets on what works well in the school and areas for improvement – core themes identified.
- December 2019 – Staff workshops examining core themes, identifying targets and processing actions.
- March 2019 – Student Council and Parents' Association reflection sheets on what works well in the school and areas for improvement – core themes identified and added to staff themes.
- March 2019 – Student & Parent workshops examining core themes, identifying targets and processing actions.
- April – August 2019 – collation of data and draft plan.
- September 2019 – Draft plan presented to School Improvement Plan Strategic Committee for review.
- September 2019 – Reviewed plan presented to Board of Management for ratification.
- October 2019 – School improvement plan 'Bealach' launched and committees formed.
- Each committee will have responsibility for their core theme. It is envisioned that sub-committees will form once projects and targets are identified by core theme committees. Each sub-committee will determine the timeframe and measurable targets for each project. The 'live' digital version of Bealach will be updated regularly to reflect action items, timeframe, targets and outcomes.

**Acknowledgements:** The Board of Management of St Patrick's Comprehensive School are very grateful for the support, hard work and participation of the following in the school improvement planning process:

The School Improvement Plan Strategic Committee:

- Staff Nominees: Clodagh O'Hara; Siobhan Hickey; Emer Magee
- Board Nominees: Fr Tom Ryan; Deirdre Whitney
- Parent Nominees: Tara Pettigrew; Alison O'Sullivan
- Student Nominees: Sally Fox; Shane Quinn
- External Nominees: David Deighan; Paddy Purcell

The staff of St Patrick's Comprehensive School.

St Patrick's Comprehensive School Student Council and those students who participated in the student workshops.

St Patrick's Comprehensive School Parents' Association and those parents who participated in the student workshops.

Ciara Golden for the graphic design work on the final version of the school plan for publication

Sharon Brooks & Eva O'Donnell for reviewing and proof-reading.

Sharon Brooks & Clodagh O'Hara for facilitating workshops.

St Patrick's Comprehensive AP I postholders who will act as Chair & Secretary for Bealach Committees.

## **St Patrick's Comprehensive School History & Legacy:**

### **History**

Established in 1966 as Ireland's first Comprehensive School, St. Patrick's is renowned locally, nationally and internationally as a centre of excellence for learning and educational development.

St. Patrick's is an integral part of Shannon and makes its state-of-the-art facilities available to the local community.

### **Mission statement**

St. Patrick's Comprehensive School is committed to excellence.

We provide equality of opportunity for all students in a disciplined and caring environment.

We encourage individual students to achieve their full potential and to relate positively to one another and to the community in which they live.

### **Ethos**

St. Patrick's Comprehensive School is a Catholic co-educational school under the joint trusteeship of the Bishop of Killaloe and Limerick and Clare Education and Training Board. St. Patrick's Comprehensive serves not only the Catholic community, but also in a rapidly changing and pluralist society, is committed to the ecumenical developments of our time. In the inclusive spirit of openness and multi-denominational service we endeavour to serve many in the entire local community. The school seeks to provide a Christian environment in which students find encouragement to develop spiritual and moral values, personal and social skills and the highest standards of excellence of which they are capable in all aspects of their school activities. We recognise the complementary roles of parents and teachers in educating the young and, in partnership, we pursue the common aim of educating our students according to Christian principles.







## **Inspection Reports:**

School inspections are a very welcome and useful tool in presenting an independent overview of school and subject departments. Inspection recommendations are an invaluable guide in planning for the future development of our school in a manner that best supports teaching and learning and the needs of our students. The implementation of inspection recommendations is a core principle underpinning our School Improvement Plan; for the purposes of this plan we have only included findings and recommendations from ‘global’ inspection, i.e., whole school inspection or programme inspections. All our inspections reports are available on our school website as well as on the website of the Department of Education & Skills.

### **WSE: MLL April 2015**

#### **SUMMARY OF FINDINGS AND RECOMMENDATIONS FOR FURTHER DEVELOPMENT**

##### **Key Findings**

- The board of management is very supportive of the school but it needs to take a more proactive role in overseeing planning for school improvement.
- Some aspects of the roles of senior and middle management need to be reviewed in order to drive the school’s developmental priorities.
- The staff are committed, and they voluntarily lead initiatives including a range of co-curricular and extra-curricular activities.
  - The parents’ association makes a valued contribution to student activities, however greater partnership with parents is required.
    - Care for students is a priority in the school.
    - The school provides a very broad curriculum.
  - Facilities in the school are very good and the building is well maintained.
- It is essential that significant aspects of the support for students with additional educational needs be reviewed.
  - In the majority of lessons teaching and learning were good with very good practice noted in some lessons; there was scope for improvement in a minority of lessons.
- Some recommendations from previous inspection reports have been implemented whilst other key recommendations still need to be addressed.



## Recommendations for Further Development

- The board of management should ensure that a robust system of whole-school action planning underpinned by target-setting, ongoing review and consultation with all stakeholders is put in place.
- The roles of senior management and middle management should be strategically linked to the school's improvement agenda.
- To optimise the management and care of students the code of behaviour should be reviewed, a student-support team should be established and a formal school attendance strategy should be developed.
- Greater involvement of parents in school life needs to be developed and the board should establish and maintain procedures to facilitate the involvement of students in the operation of the school.
- The school's allocation for special educational needs should be used in full for its intended purpose and to the maximum benefit of students with identified additional learning needs.
- Strategies for differentiation and assessment for learning practices need to be more widely and more consistently implemented to support learning across the range of abilities.
- Collaborative subject department planning should ensure that schemes of work are appropriately detailed to guide teaching and learning and include action planning for improved attainment.

## WSE: MLL: Follow Through April 2016


### Summary of findings

- It is acknowledged that the school is operating with a very limited number of middle management positions and that staff engagement in task team policy development has been a great support to the school this year.
  - There has been partial progress, overall, in relation to each of the key recommendations.
- Very good progress has been achieved in establishing a student support team and a student council.

### Recommendations

- Annual priorities for development should be gathered from staff, parents, the student council, and the board.
- An agreed set of priorities should be devised for action planning and progress.




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- These should include the key recommendations of the WSE-MLL report and the planning and implementation of the new JC Framework.
    - Staff meetings need to be conducted in a more strategic manner.
  - Whole-school action planning targets should be explicitly agreed with staff toward the start of a school year, task teams should be agreed to help achieve those targets, and a review of progress should be undertaken.
  - The practice should be introduced of formally including slots on the staff meeting timetable for staff members with particular experience of subject department planning and/or new pedagogical approaches to give short inputs to their colleagues.
  - In addition, the use of questionnaires periodically to gather wholestaff feedback on issues should be considered to help decision making.
    - A review of existing practices and policies such as those relating to student behaviour, attendance, and mobile phone use should take place involving all stakeholders, leading to evidence-based decision making and policy design.
      - This would be a very valuable focus for school self-evaluation work. Interweaving professional development inputs with the consultations is recommended.
  - A useful support to this work could be the engagement of an outside facilitator to guide the process and to ensure that the professional development inputs and the consultation lead to the desired results.
  - The deficiencies identified in relation to support for students with SENs should be addressed.

## **WSE MLL: Follow Through October 2017**

### **Summary of findings**

- Staff are working very hard to support the variety of needs of their students. However, they are doing so largely as individual teachers or as individual subject departments. Effective systems and planned, regular meetings to support the leadership of learning are underdeveloped.
- Communication between the principal, chair and secretary of the board takes place mostly on a bipartite basis at present. The introduction of some proactive discussions involving all three together in-between board meetings would further support school improvement work.
- Good progress has been made on policy development, on the involvement of students in school life, and on beginning to align middle management roles with key whole-school areas for development.

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- Partial or no progress was found in relation to three key recommendations from the WSE-MLL report: a system of whole school action planning, the roles of senior management and the allocation of SEN resources.
  - It is clear that a shared model of leadership for improvement needs to be embraced and acted on.

### **Recommendations**


- It is vital that whole-school action planning involving all stakeholders be established to help the school manage the various changes that it needs to work through.
- The identification of needs to date has arisen from reacting to specific developments or to individual student situations.
- The school needs to become proactive in planning for improvement.
- While the leadership role of the principal is critical in ensuring success in this area, leadership needs to be shared.
- A radical overhaul of school practices in relation to the delivery of support to students with special educational needs is required to ensure that students' needs drive planning for support.
- Planned, regular meetings for defined teams to work on aspects of the leadership of learning need to be established and staff meetings need to be planned for and conducted in a more strategic manner to drive whole-school improvement.
- *Looking at our School* and the *School Self-Evaluation Guidelines 2016-2020 Post-Primary* need to be used as audit tools to help the school identify its pathways to further improvement.

## **Transition Year Programme Inspection November 2014**

### **MAIN FINDINGS**

- The overall quality of teaching was good; however, there was scope to improve the methodologies employed in a small number of lessons.
- The current practices and procedures that are in place for work experience are in need of immediate review.
- The structures to support planning for the TY programme include formal meetings of the recently established TY core team and inputs, as required, at staff meetings.



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- In line with best practice, the four layers of the TY curriculum are provided and some of the curricular plans reflect the three national aims of TY.

### **MAIN RECOMMENDATIONS**

- There is scope for the greater use of strategies for differentiation to support student learning across the range of abilities.
- A number of TY specific policies and procedures should be developed including an assessment policy, a programme-wide accreditation system, and procedures for the management of work experience.
- Whole staff continuing professional development (CPD) for TY should be organised to support planning for TY at programme and subject level.
- An action plan to guide the improvement agenda of TY should be agreed, implemented and reviewed.

## **Transition Year Programme Follow Through inspection March 2019**

### **Summary of findings**

- Partial progress has been achieved in relation to the implementation of three of the four recommendations made in 2014.
- However, the current senior management team has a clear vision for the development of the TY programme.
  - A review of the programme was carried out in a consultative manner.
  - Also, an improvement agenda to develop structures and procedures to support improvements in the coordination, planning and provision for the TY programme has been collated into a draft action plan for the programme.

### **Recommendations**

Following the consultation phase on the TY action plan, targets for improvement and related success criteria should be drawn up and the outstanding aspects of the recommendations as outlined above should be included among those targets.

# **Review of St Patrick's Comprehensive School**

## **Teaching & Learning Plan 2018-2020**



<b>Improvement Target:</b>	<b>Review of Progress:</b>	<b>Action Going Forward:</b>
Clear communication of learning intentions to students	<b>Partial Progress:</b> Learning intentions are communicated orally in many classes however a more consistent and effective approach is needed in all classes.	<ul style="list-style-type: none"> <li>• Learning intentions to be shared – orally, digitally or written at the start of class and reviewed at the end of class.</li> <li>• Students to record learning intentions into their copies.</li> </ul>
Teachers will regularly provide written feedback to students.	<b>Partial Progress:</b> The level of written feedback varies by subject and teacher. Primary source of written feedback is on tests rather than homework in many cases.	<ul style="list-style-type: none"> <li>• Consistent approach in delivery of written feedback in all subjects.</li> <li>• Equal delivery of written feedback on homework as on test papers.</li> <li>• Meaningful &amp; informative comments on Report Cards</li> <li>• Parent signatures required on all corrected test papers.</li> <li>• Work with VSware for teachers to record class test results and feedback on homework and assessments on VSware.</li> </ul>
All teachers will use CAT results and information from primary schools to inform their teaching strategies and expectations.	<b>Partial Progress:</b> Availability of access to student information has limited teachers' ability to inform themselves of their students' needs. Despite this parents felt teachers knew their child well	<ul style="list-style-type: none"> <li>• Establishment of a student support centre, Foinse, to securely store student information which teachers may access through the proper channels.</li> <li>• Appointment of Foinse coordinator to ensure all information is securely and accurately stored.</li> <li>• Review of SEN Team structure so teachers can clearly identify SEN team member who could best advise on teaching strategies and expectations for their students.</li> </ul>
Improve sharing of expertise and resources among staff.	<b>Good Progress:</b> There is good communication and sharing of resources and expertise in subject departments. Staff report that it is improving all the	<ul style="list-style-type: none"> <li>• Develop cross-curricular links and inter-departmental sharing of resources and expertise.</li> <li>• Assign time in staff planning days for peer demonstrations.</li> </ul>



	time however time constraints can prove challenging.	<ul style="list-style-type: none"> <li>Enhanced use of technology to facilitate efficient and effective sharing of resources.</li> </ul>
Greater use of Assessment For Learning (AFL) in all subject areas	<b>Partial Progress:</b> AFL strategies are used to some extent but they are not being applied consistently across all subject areas. Summative assessment is reported as being the most frequently employed assessment method.	<ul style="list-style-type: none"> <li>Engage with the PDST to source formative assessment/AFL Inservice for staff.</li> <li>Introduce additional AFL (no grades) reports at October and Easter for each year group.</li> <li>Greater use of AFL style commentary across all subjects.</li> </ul>
Homework	<b>Partial Progress:</b> While a homework policy and guidelines for assignment of homework exists, they are not consistently applied. While all parties agree that homework should be meaningful and purposeful there is also agreement that it is often not meaningful or purposeful but given as a matter of course	<ul style="list-style-type: none"> <li>Review homework policy</li> <li>Cross-curricular agreement on the daily assignment of homework.</li> <li>Study skills seminars for students - for all years and for parents, particularly for 1<sup>st</sup> year students and parents.</li> <li>Information for students and parents as to the changing nature and purpose of homework from Junior Cycle (reinforcement) to Senior Cycle (independent learning).</li> <li>Balance needed between homework and study.</li> <li>Assign homework that teaches study strategies/skills eg create flashcards/mind maps etc</li> <li>Teacher and student peer mentoring and demonstrations of study skill apps.</li> <li>TY/5<sup>th</sup> year students to mentor 3<sup>rd</sup> year students on studying for the Junior Cycle</li> <li>Opportunity to start homework at the end of class.</li> <li>Explore a senior cycle specific journal to include goal setting and reflection.</li> </ul>

		<ul style="list-style-type: none"> <li>Teachers to assign a variety of homework that reflects the different learning styles of their students.</li> </ul>
Increase opportunities for students to work in groups.	<b>Partial Progress:</b> There is good use of groupwork in many subjects however groupwork is not employed consistently across all subject areas. CBAs at Junor Cycle facilitate and encourage groupwork. Challenges of class sizes, room sizes and layout can mitigate against groupwork.	<ul style="list-style-type: none"> <li>Planning for incorporating groupwork to be included in annual subject plans in all subject areas.</li> <li>Availability of alternative classrooms to facilitate groupwork can be accessed through VShare.</li> <li>Peer tutoring within class as a group-work strategy</li> <li>Interactive room with beanbags etc. instead of tables and chairs.</li> <li>Source in service on facilitating groupwork.</li> <li>Teachers to mentor other teachers on groupwork strategies.</li> </ul>

# Unit One



**Core theme:**  
**Teaching and Learning**

**Core theme:**  
**Teaching and Learning**



**Teaching & Learning Committee (Chair/Secretary): Siobhan Hickey & Aileen Dineen**

<b>Priority Area:</b> <b>Student Attendance</b>
<b>Domain</b> <i>Learner Outcomes. (T&amp;L)</i> <i>Leading Learning &amp; Teaching. (L&amp;M)</i> <i>Learner Experiences. (T&amp;L)</i> <i>Managing the Organisation. (L&amp;M)</i>
<b>Target</b> Improve student attendance. Accurate attendance records.
<b>Action</b> <ul style="list-style-type: none"><li>• Absent text to be sent home.</li><li>• Roll call to be taken in every class on VSware.</li><li>• Absent &amp; lates to be recorded on school reports.</li><li>• Parental access to VSware for parents to monitor students' attendance.</li><li>• Liaison between attendance officer, year head and management to promote attendance with individual students.</li><li>• Active engagement with Education Welfare Officer (EWO).</li><li>• Teachers to report 'by subject absence' at P/T meetings.</li><li>• Monitoring of attendance figures by year head – individual student attendance report to be generated from VSware.</li><li>• followed by letter if there is no improvement alerting parents to attendance concern.</li><li>• Reward system to recognize punctuality and good attendance.</li><li>• Attendance postcards to be sent home recognizing excellent attendance.</li></ul>

## **Evidence**

Attendance figures.

TUSLA referral statistics.

## **Key Personnel**

All staff.

Front office.

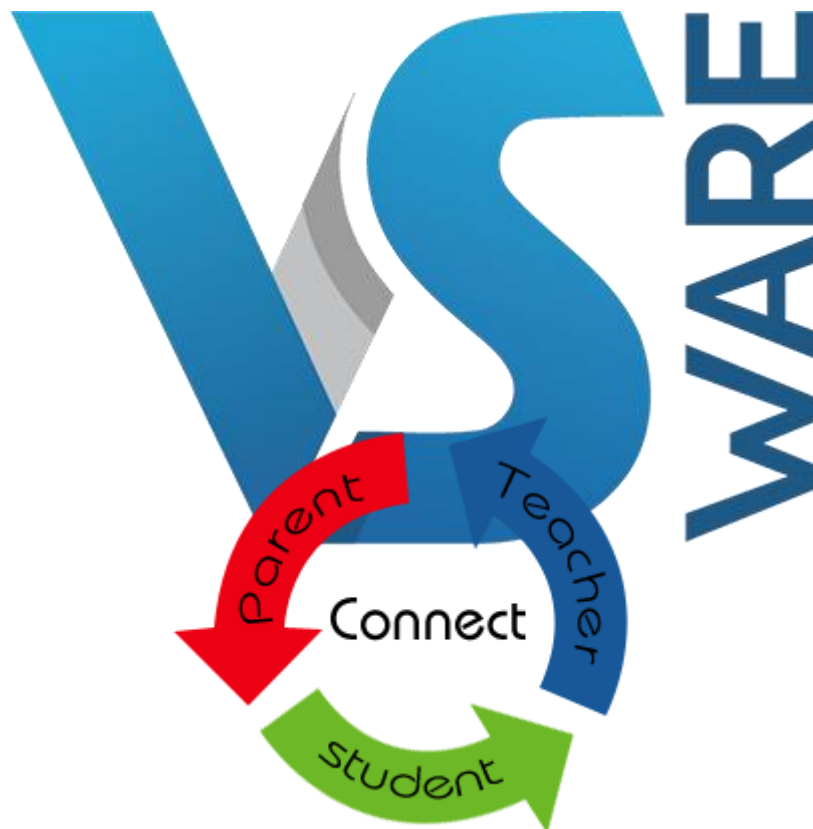
Year heads.

Parents.

Committee

Attendance officer

EWO



<b>Priority Area:</b> <b>Student Attainment</b>	
<b>Domain</b> <i>Learner Outcomes (T&amp;L)</i> <i>Teacher Individual Practice (T&amp;L)</i> <i>Leading Learning &amp; Teaching (L&amp;M)</i> <i>Teacher's collective/collaborative practice. (T&amp;L)</i>	
<b>Target</b> Promotion of Higher Level Increase attainment across all subject areas.	
<b>Action</b> <ul style="list-style-type: none"> <li>• Exam results comparisons with national average to be included in subject plans</li> <li>• Referral system for students who may be struggling in a subject.</li> <li>• Level change request &amp; recommendation forms for monitoring level changes.</li> <li>• Restructuring of timetable to facilitate greater student choice which will reflect ability &amp; aptitude.</li> <li>• Restructuring of timetable to ensure blocking of core subjects.</li> <li>• Review of SEN/resource hours assignment to ensure those students with an entitlement to support hours benefit from them.</li> <li>• Restructuring of timetable to timetable for careers classes at senior cycle.</li> <li>• Review of chaplain's timetable to facilitate access to pastoral care for students who need support.</li> <li>• Progression: recording and celebration of student achievement – roll of honour to be published annually.</li> <li>• Student progression profiles – important to reflect all areas of achievement; the journey rather than the ultimate destination and the impact on wellbeing or 'happiness factor' is important.</li> </ul>	
<b>Evidence</b> State exam results.	



Percentage of students studying at HL.

Comparison with national average.

Percentage uptake in subject areas.

## Key Personnel

All staff

Subject departments

Career guidance

Year heads

SEN

Pastoral care

Committee



**Priority Area:**  
**Subject Planning**

**Domain**

*Teachers collective/collaborative practice. (T&L)*

*Leading learning & teaching. (L&M)*

*Teacher's individual practice. (T&L)*

*Developing leadership Capacity. (L&M)*

*Leading School Development. (L&M)*

*Learner Outcomes. (T&L)*

*Learner Experiences. (T&L)*

**Target**

Scheduling of subject planning meetings.

Format of subject plans.

**Action**

- Subject planning to be scheduled as part of staff days at beginning of academic year.
- Subject planning meetings to be scheduled and minutes recorded using JC professional time & Croke Park hours.
- Subject departments to assign a chair & secretary annually.
- Agreed subject plan template for all subject areas to include:
  - an annual review of state exam results.
  - Attainment comparison with national average.
  - Participation rates and
  - Student profiles examining success criteria, e.g., attendance, parental support, participation, homework & aptitude.
- Enhanced use of technology with shared on-line template for individual departments to edit.

- Completed plans to be printed and available in Principal's office.
- Digital version of completed plans to be available through SharePoint on Office 365.

**Evidence**

Agenda for staff meetings.

Records of department planning meetings.

Subject plans on file and on-line.

**Key Personnel**

All staff.

Postholder with responsibility for publications.

Committee



<b>Priority Area:</b>  <b>Literacy</b>	
<b>Domain</b>  <i>Learner Outcomes. (T&amp;L)</i> <i>Learner Experiences. (T&amp;L)</i> <i>Teacher Individual Practice. (T&amp;L)</i> <i>Leading Learning &amp; Teaching. (L&amp;M)</i> <i>Teachers' collective/collaborative practice. (T&amp;L)</i> <i>Developing Leadership Capacity. (L&amp;M)</i>	
<b>Target</b>  To implement a whole school initiative for literacy.	
<b>Action</b> <ul style="list-style-type: none"> <li>• Postholder assigned to promote literacy.</li> <li>• Literacy-rich environment.</li> <li>• Promotion of literacy across all subject areas using keywords.</li> <li>• Subject specific keywords to be displayed in classrooms and in subject areas.</li> <li>• Keyword class tests.</li> <li>• Literacy Week/Reading Week to be promoted and celebrated.</li> <li>• Paired reading/reading buddies.</li> <li>• School-based competitions in writing.</li> <li>• Increased use of school library within class time.</li> <li>• Incentives to encourage students to access the library outside class time.</li> <li>• Award for library use.</li> <li>• Explore sourcing a 'writer in residence' programme.</li> <li>• Explore alumni guest speakers – writers, broadcasters, bloggers.</li> </ul>	

- Literacy strategies to be identified & agreed in subject plans.
- Explore whole school 'Drop Everything and Read' initiative.

### **Evidence**

Keyword class tests statistics.

Rate of 'borrowing' from the library.

Participation rates in initiatives.

Visual evidence around the school and within classrooms.

Student feedback.

### **Key Personnel**

All staff.

AP II postholder with responsibility for literacy.

Committee





<b>Priority Area:</b> <b>Numeracy</b>	
<b>Domain</b> <i>Learner Outcomes. (T&amp;L)</i> <i>Learner Experiences. (T&amp;L)</i> <i>Teacher Individual Practice. (T&amp;L)</i> <i>Leading Learning &amp; Teaching. (L&amp;M)</i> <i>Teachers' collective/collaborative practice. (T&amp;L)</i> <i>Developing Leadership Capacity. (L&amp;M)</i>	
<b>Target</b> To implement a whole- school initiative for numeracy.	
<b>Action</b> <ul style="list-style-type: none"> <li>• Postholder assigned to promote numeracy.</li> <li>• Survey of students' attitude to maths at the beginning and end of year.</li> <li>• Standardized numeracy test at start of the year which is repeated at the end of the year.</li> <li>• Numeracy-rich environment.</li> <li>• Participation in local &amp; national maths competitions.</li> <li>• Numeracy Week – initiatives to engage students in a fun way.</li> <li>• Celebration of Pi Day</li> <li>• Students to calculate their own percentage from class tests.</li> <li>• 'Numeracy moments' to be identified in subject plans.</li> <li>• Numeracy strategies to be identified &amp; agreed in subject plans.</li> <li>• Explore alumni guest speakers to highlight careers in maths.</li> <li>• Invite 'business guest speakers' to demonstrate the practical applications of maths.</li> </ul>	

- Explore coding for TY; short course in JC or as an extra-curricular programme.

### **Evidence**

Survey of students' changing attitude to maths.

Visual evidence in school and within classrooms.

Participation rates in initiatives.

Comparison of standardized test scores from the beginning of the year to the end of the year.

### **Key Personnel**

All staff.

AP II postholder with responsibility for numeracy.

Committee.



**Priority Area:**

**SEN**

**Domain**

*Learner Experience. (T&L)*

*Teacher individual Practice. (T&L)*

*Leading Learning & Teaching. (L&M)*

*Teacher' collective/collaborative practice. (T&L)*

*Learner Outcomes. (T&L)*

*Managing the organization. (L&M)*

*Developing Leadership Capacity. (L&M)*

**Target**

All SEN students will be identified.

Students' profiles will be drawn up.

Teaching resources designated for SEN will allocated to meet the needs of students and in line with best practice.

Comprehensive testing and retesting of target students to measure effectiveness of practice.

**Action**

- Review of SEN assignment to date.
- Review timetabling practice to ensure SEN allocation is assigned appropriately.
- Introduce WRAT testing of all incoming 1<sup>st</sup> year students.
- Retesting of WRAT at the end of 2<sup>nd</sup> year and 5<sup>th</sup> year.
- Expand training in WRAT to the SEN team.
- Source whole-staff CPD in areas of SEN.
- Review of SEN team:

- Assignment of SEN coordinator for Inbhearr; 1<sup>st</sup> -3<sup>rd</sup> years & 4<sup>th</sup> - 6<sup>th</sup> years.
- Assignment of RACE coordinators for Junior Cycle & Senior Cycle.
- Establishment of a student support centre, Foinse, for secure housing of all student files and meeting area.
- Timetabling of weekly SEN meetings.
- Timetabling of weekly RACE meetings.
- SEN referral forms in the teacher handbook.
- SEN details to be recorded on VSware.
- SEN identifier on student dashboard to alert teachers to liaise with appropriate SEN coordinator.
- SEN to form part of all subject plans.

### **Evidence**

Statistical comparison of SEN assignment of teacher allocation each year.

Student files in Foinse.

Data from testing.

Student VSware record.

### **Key Personnel**

All staff.

SEN team.

RACE team.

Career guidance.

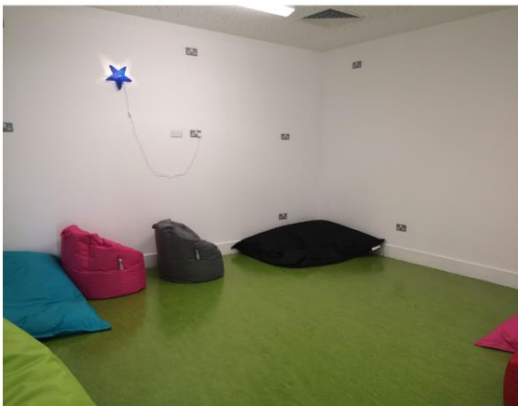
Principal

Deputy principal

Committee



# Inbhear & Foinse





**Priority Area:**

**Assessment**

**Domain**

*Learner Outcomes. (T&L)*

*Learner experiences. (T&L)*

*Teacher's Individual Practice. (T&L)*

*Teachers' collective/collaborative practice. (T&L)*

*Leading Teaching & Learning. (L&M)*

*Leading School Development. (L&M)*

*Developing Leadership Capacity. (L&M)*

**Target**

***AFL:***

Greater use of Assessment For Learning (AFL) in all subject areas

***Homework:***

Assignment of meaningful & purposeful homework which is cognizant of the need for balance between homework & study and takes account of the calendar of demands on students.

***Written Feedback:***

Teachers will regularly provide written feedback to students.

***Inhouse Exams:***

Summative assessment which provides students with an experience which prepares them for state exams.

Inhouse exams will be a tool in supporting teaching & learning.

Inhouse exams will provide students & parents with a measure of student progress.

Inhouse exams will reflect the increasing use of continuous assessment particularly at Junior Cycle and the scheduling of CBAs.

## **Action**

### ***AFL:***

- Engage with the PDST to source formative assessment/AFL Inservice for staff.
- Introduce additional AFL (no grades) reports at October and Easter for each year group.
- Greater use of AFL style commentary across all subjects.

### ***Homework:***

- Review Homework Policy
- Cross-curricular agreement on the daily assignment of homework.
- Study skills seminars for students.
- Information for students and parents as to the changing nature and purpose of homework from Junior Cycle (reinforcement) to Senior Cycle (independent learning).
- Balance needed between homework and study.
- Assign homework that teaches study strategies/skills, e.g. create flashcards/mind maps etc.
- Teacher and student peer mentoring and demonstrations of study skill apps.
- TY/5<sup>th</sup> year students to mentor 3<sup>rd</sup> year students on studying for the Junior Cycle
- Opportunity to start homework at the end of class.
- Explore a senior cycle specific journal to include goal setting and reflection.
- Teachers to assign a variety of homework that reflects the different learning styles of their students.
- Work with VSware for recording continuous assessment on students' records.
- Work with VSware to record homework submitted and effort level on VSware.
- Work with VSware for reporting class tests

***Written Feedback:***

- Consistent approach in delivery of written feedback in all subjects.
- Equal delivery of written feedback on homework as on test papers.
- Meaningful & informative comments on report cards
- Parent signatures required on all corrected test papers.

***Inhouse Exams:***

- Review of current scheduling and arrangements for inhouse exams.
- Pro-rata assignment of exam time for all subjects.
- Scheduling of CBAs to be taken into account in determining subjects for inhouse exams.
- Students eligible for RACE in the state exams will be facilitated with RACE accommodation in the inhouse exams as far as is reasonably practicable given limited school resources.

**Evidence*****AFL:***

School reports

Schedule of in-service

Survey of students

***Homework:***

Reviewed & ratified policy.

Homework schedule guide available on the website and shared with all staff.

Sourcing of external study skill seminars.

Staff workshops with students sharing study skills.

***Written Feedback:***

Evidence in copybooks & test papers.

Improved quality of comment on Report cards.

***Inhouse Exams:***

Inhouse exam schedules 2019/2020.

**Key Personnel**

All staff.

Principal & deputy principal.

Front office.

SEN team.

RACE team.

Career guidance

Year heads.

AP II postholder with responsibility for Inhouse exams.

Committee




<b>Priority Area:</b> <b>Staff Collaboration</b>	
<b>Domain</b> <i>Learner Outcomes. (T&amp;L)</i> <i>Learner experiences. (T&amp;L)</i> <i>Teacher Individual Practice. (T&amp;L)</i> <i>Teachers' collective/collaborative practice. (T&amp;L)</i> <i>Leading Teaching &amp; Learning. (L&amp;M)</i> <i>Developing Leadership Capacity. (L&amp;M)</i>	
<b>Target</b> Improve sharing of expertise and resources among staff.	
<b>Action</b> <ul style="list-style-type: none"> <li>• Develop cross-curricular links and inter-departmental sharing of resources and expertise.</li> <li>• Assign time in staff planning days for peer demonstrations.</li> <li>• Enhanced use of technology to facilitate efficient and effective sharing of resources.</li> <li>• Strategies for cross-curricular collaboration to feature in subject plans.</li> </ul>	
<b>Evidence</b> Evidence in subject plans Cross-curricular displays. Staff & student reflection at the end of the year.	
<b>Key Personnel</b> All staff Subject departments Committee	



<b>Priority Area:</b> <b>Learning Intentions</b>	
<b>Domain</b> <i>Learner Outcomes. (T&amp;L)</i> <i>Learner experiences. (T&amp;L)</i> <i>Teacher's Individual Practice. (T&amp;L)</i> <i>Teachers' collective/collaborative practice. (T&amp;L)</i> <i>Leading Teaching &amp; Learning (L&amp;M)</i>	
<b>Target</b> Clear communication of learning intentions to students.	
<b>Action</b> <ul style="list-style-type: none"> <li>• Learning intentions to be written on the board at the start of class and reviewed at the end of class.</li> <li>• Students to record learning intentions into their copies.</li> </ul>	
<b>Evidence</b> Students' copybooks	
<b>Key Personnel</b> All staff Committee	



<b>Priority Area:</b> <b>Group Work</b>	
<b>Domain</b> <i>Learner Outcomes. (T&amp;L)</i> <i>Learner experiences. (T&amp;L)</i> <i>Teachers' Individual Practice. (T&amp;L)</i> <i>Teachers' collective/collaborative practice. (T&amp;L)</i> <i>Leading Teaching &amp; Learning. (L&amp;M)</i> <i>Developing Leadership Capacity (L&amp;M)</i>	
<b>Target</b> Increase opportunities for students to work in groups.	
<b>Action</b> <ul style="list-style-type: none"> <li>• Planning for incorporating groupwork to be included in annual subject plans in all subject areas.</li> <li>• Availability of alternative classrooms to facilitate groupwork can be accessed through VSware.</li> <li>• Peer tutoring within class as a group work strategy</li> <li>• Interactive room with beanbags etc. instead of tables and chairs.</li> <li>• Source in service on facilitating groupwork.</li> <li>• Teachers to mentor other teachers on groupwork strategies.</li> </ul>	
<b>Evidence</b> Subject plans. Photographs of groupwork activity for website/social media to celebrate active teaching & learning in all subjects.	
<b>Key Personnel</b> All staff Committee	

**Priority Area:****Differentiation****Domain**

*Learner Outcomes. (T&L)*

*Learner experiences. (T&L)*

*Teacher's Individual Practice.(T&L)*

*Teachers' collective/collaborative practice. (T&L)*

*Leading Teaching & Learning. (L&M)*

*Developing Leadership Capacity. (L&M)*

**Target**

All teachers will use CAT/WRAT results and information from primary schools to inform their teaching strategies and expectations.

All teachers will know the SEN students in their class.

All teachers will employ strategies and make accommodations for SEN students in their class

All teachers will employ a variety of teaching & learning strategies to take account of the different learning styles of students.

**Action**

- Establishment of a student support centre, Foinse, to securely store student information which teachers may access through the proper channels.
- Appointment of Foinse coordinator to ensure all information is securely and accurately stored.
- Review of SEN team structure so teachers can clearly identify SEN team member who could best advise on teaching strategies and expectations for their students.
- SEN identifiers on VSware so teachers can readily access important information about students.
- Source in-service training for staff in the area of special education needs.
- Planning for SEN students as a core component of subject plans.
- RACE Team to review, test & plan for reasonable accommodation in the state exams and inhouse exams.

- Source in-service training for staff in differentiation.
- Source in-service training for staff in learning styles and teaching methodologies including group work.
- Source in-service training for staff in IT.
- Alumni with expertise in IT as a resource.

## Evidence

Foinse records.

VShare records.

Subject plans.

Inservice schedule.

Exam schedules.

## Key Personnel

All staff.

SEN team.

Foinse coordinator.

Principal.

Deputy principal.

IT coordinator.

Front office staff.

Committee.



**Priority Area:**  
**Timetabling**

**Domain**

*Learner Outcomes. (T&L)*

*Learner experiences. (T&L)*

*Teacher's Individual Practice. (T&L)*

*Teachers' collective/collaborative practice. (T&L)*

*Leading Teaching & Learning. (L&M)*

*Developing Leadership Capacity. (L&M)*

**Target**

To ensure equality of access for all students.

To ensure efficient and equitable assignment of finite resources.

To enhance the experience of teaching & learning in the school.

To promote student attainment & wellbeing.

To be responsive to the demands of the curriculum.

**Action**

- SEN allocation from DES to be fully allocated appropriately
- Assignment of resource classes to meet the needs of students within the finite resources available to the school.
- Provision of L2LP programmes.
- Provision of Junior Cycle & Senior Cycle prospectus to enable students and parents to make informed choices with option subjects.
- Induction days for incoming 1<sup>st</sup> year applicants to experience option subjects prior to making their selection.
- Option subject rotations in transition year to enable students to experience subjects they are considering for senior cycle.



- Open selection of option subjects for student preferences – to reflect the needs and aptitudes of each cohort of students.
- Blocking of core subjects to facilitate provision of higher & ordinary level classes and smooth transition between both.
- Teacher timetable wishlists to garner staff input on the timetable in the interest of supporting teaching and learning.
- Review of staff assignment to ensure all staff are suitably qualified in the subject area.
- Review the structure of the timetable to explore an early finish on a Friday.

## Evidence

## Teacher wish-lists.

### Percentage assignment of SEN allocation.

Resource class schedule.

L2LP timetables.

# Prospectus.

## Induction day photographs & feedback.

### Timetable.

## Key Personnel

Principal.

Deputy principal.

## Timetabler.

SEN Team.

Foinse coordinator.

Transition year coordinator.

Committee.



# Unit Two



**Core theme:**

**Management and Leadership**

**Management & Leadership Committee (Chair/Secretary): Mary Costello; Sharon Brooks**

<b>Priority Area: Curriculum</b>
<b>Domain</b> <i>Learner Outcomes. (T&amp;L)</i> <i>Learner experiences. (T&amp;L)</i> <i>Teacher's Individual Practice. (T&amp;L)</i> <i>Teachers' collective/collaborative practice. (T&amp;L)</i> <i>Leading Teaching &amp; Learning. (L&amp;M)</i> <i>Managing the organization. (L&amp;M)</i>
<b>Target</b>  The provision of a varied curriculum that is responsive to the needs of students.  To ensure that all subjects are allocated space on the timetable according to their curriculum recommendation.  To provide a selection of courses to meet the needs and aptitudes of students
<b>Action</b> <ul style="list-style-type: none"><li>• Review of timetable and subject time allocation.</li><li>• Provision of L2LP Programme.</li><li>• Review of Transition Year Programme in response to TY inspection &amp; follow-up inspection.</li><li>• Ongoing review and planning for LCA programmes.</li><li>• Teacher timetable wishlists to identify staff's interest in programmes.</li><li>• Explore the possibility of an additional MFL.</li><li>• Facilitate and encourage staff access to CPD in their subject areas.</li><li>• Promotion of MFL through exchange programmes and school tours.</li><li>• Promotion of science through Young Scientist Competition etc.</li></ul>

- Sourcing theatre groups, writers in residence, guest speakers etc. in all subject areas.
- Cross-curricular links with guidance – guest speakers/visits out to explore career areas in different subjects.
- Explore links with alumni and Shannon Chamber of Commerce.
- Use a variety of teaching & learning methodologies to promote attainment across all curricula.
- Examine curriculum provision at Junior Cycle – short courses.
- Poll student preferences in 1<sup>st</sup> & 5<sup>th</sup> year every year to ensure curriculum development that maximizes preferences.
- Review the range of subjects on offer.
- Staff recruitment strategy to enhance curriculum provision in school.
- Review current staff in areas of interest, professional development opportunities.
- Create links with other schools.

### **Evidence**

Statistical data for subject time allocation.

Preference success data.

Scheduling of school tours, exchanges, guest speakers, visits out, theatre trips etc.

Participation rates in courses offered.

Preference rates for individual subjects.

Survey results from students.

### **Key Personnel**

Principal.

Deputy principal.

Programme coordinator.

Subject departments.

Career guidance

Timetabler.

Committee.



**Priority Area:**

**School Policies**

**Domain**

*Learner Outcomes. (T&L)*

*Learner experiences. (T&L)*

*Leading Teaching & Learning. (L&M)*

*Managing the organization. (L&M)*

*Leading School Development. (L&M)*

**Target**

To ensure that all mandated school policies are in place.

To ensure a schedule of review and ratification of existing policies.

To engage with all school partners in the development & review of school policies.

**Action**

- Appointment of AP1 postholder with responsibility for school Policies.
- Establishment of school Policy Calendar for review and ratification.
- All school policies to be available on the school website.
- School policy for review on the agenda for board meetings.
- Student Council coordinator to facilitate engagement by Student Council in policy review and development.
- Explore opportunities for Student Council to feedback to the student body, e.g. intercom access, suggestion box, SC noticeboard, liaison with year heads for assemblies.
- Parents' Association coordinator to facilitate engagement by Parents' Association in policy review and development.
- Priority list for policy development & review, e.g. mobile phone policy.
- Agreed template for school policies with printed version available in front office and principal's office; digital version on school website and for staff through SharePoint.



## **Evidence**

Policies on school website.

Policy calendar available to view.

Minutes of policy review/development meetings by all school partners.

## **Key Personnel**

Principal.

Deputy Principal.

School policy postholder.

Student Council postholder.

Parents' Association postholder.

School website postholder.

School publications postholder.

Parents' Association.

Student Council.

Staff.

Committee.



<b>Priority Area:</b> <b>Parent/Teacher Meetings</b>	
<b>Domain</b> <i>Learner Outcomes. (T&amp;L)</i> <i>Learner experiences. (T&amp;L)</i> <i>Teacher's Individual Practice. (T&amp;L)</i> <i>Teachers' collective/collaborative practice. (T&amp;L)</i> <i>Leading Teaching &amp; Learning. (L&amp;M)</i> <i>Managing the organization. (L&amp;M)</i>	
<b>Target</b> <p>That P/T meetings provide an opportunity for meaningful engagement between home and school for the benefit of students.</p>	
<b>Action</b> <ul style="list-style-type: none"> <li>• Schedule of meetings to be determined in advance and notified to parents.</li> <li>• Schedule of P/T meetings to follow release of internal school reports.</li> <li>• Reminder text to parents in advance of meetings to remind of meeting and to check VSware for the most up-to-date information regarding their student.</li> <li>• Review the location of P/T meetings to facilitate efficient and comfortable engagement.</li> <li>• Teacher names &amp; subjects to be displayed clearly.</li> <li>• Sign-in book for parents.</li> <li>• Explore Student Council role at P/T meeting as stewards.</li> <li>• If a teacher is unavoidably absent from the P/T meeting they will email parents.</li> <li>• Explore students attending P/T meeting with their parent/guardian.</li> <li>• Reminder text to staff &amp; parents that discussion time is limited.</li> <li>• Year heads to follow up with parents who didn't attend P/T meeting to encourage them to attend the next meeting.</li> </ul>	

- Examine schedule of meetings and provision of post-mock meeting for exam years.

### **Evidence**

Calendar of P/T Meetings.

Participation figures.

Post-meeting survey of parents & staff to measure effectiveness of strategies.

### **Key Personnel**

Principal.

Deputy principal.

Front office.

Year heads.

Parents.

Committee.



**Priority Area:**  
**Student Leadership**

**Domain**

*Learner Outcomes. (T&L)*

*Learner experiences. (T&L)*

*Leading Teaching & Learning. (L&M)*

*Managing the organization. (L&M)*

*Leading School Development. (L&M)*

*Developing Leadership Capacity. (L&M)*



**Target**

To promote the student voice in our school community.

To listen to and engage with the student body in the development of our school.

**Action**

- Assign a postholder responsible for liaising with the Student Council.
- Examine with the student council an enhanced role for the student council.
- Scheduling of regular minuted meetings for the student council.
- Student Council liaison to enhance communication between management and student council.
- Student Council page on school website.
- Assign a postholder responsible for liaising with the Student Council.
- Examine with the student council an enhanced role for the student council.
- Scheduling of regular minuted meetings for the student council.
- Student Council liaison to enhance communication between management and student council.
- Student Council page on school website.
- Explore local & national opportunities for student council.
- Student mentor programme for incoming 1<sup>st</sup> year students by 5<sup>th</sup> year students.

- Source in-service and training for student council and student mentors.
- Student Council membership or appointment as a student mentor to be recognized and merited on VSware.
- Appointment of student mentor coordinator.
- Prefect System to be explored.
- Explore using 'Townhall' style meeting and Pot It Notes Feedback
- Students to actively engage in fundraising for the enhancement of school facilities.

### **Evidence**

Election of student council.

Minutes of Student Council meetings.

Appointment of student mentors.

Schedule of student mentor activities

VSware records.

Schedule of in-service training.

School prefects

Staff appointments

### **Key Personnel**

Student Council liaison.

Student mentor liaison.

Year heads.

Staff.

Students.

Principal.

Deputy principal.

<p style="text-align: center;"><b>Priority Area:</b></p> <p style="text-align: center;"><b>Parental Leadership</b></p>
<p><b>Domain</b></p> <p><i>Leading Teaching &amp; Learning. (L&amp;M)</i></p> <p><i>Managing the organization. (L&amp;M)</i></p> <p><i>Leading School Development. (L&amp;M)</i></p> <p><i>Developing Leadership Capacity. (L&amp;M)</i></p>
<p><b>Target</b></p> <p>To promote the parental voice in our school community.</p> <p>To listen to and engage with parents in the development of our school.</p>
<p><b>Action</b></p> <ul style="list-style-type: none"> <li>• Appointment of Parents’ Association liaison.</li> <li>• Parents’ association liaison to enhance communication between management and parents association.</li> <li>• Parents’ Association page on school website.</li> <li>• Review the formation and election of Parents' Association.</li> <li>• Parent nominees on Board of Management to engage with the Parents’ Association.</li> <li>• Identify &amp; source in-service opportunities for PA.</li> <li>• Parents’ Association to provide funding for reopening of Breakfast Club.</li> <li>• Parents’ association to survey parents re guest speakers/</li> <li>• seminars.</li> <li>• Create links between parents and careers for guest speakers &amp; site visits.</li> <li>• Parents to actively engage in fundraising for the enhancement of school facilities.</li> <li>• Survey: Parental involvement/provision of extra-curricular activities.</li> <li>• Survey: Parent role in school activities, e.g. musical, Christmas market etc.</li> </ul>
<p><b>Evidence</b></p>



Survey results.

Fundraising targets and results.

PA page on website.

Constitution & election of Parents' Association.

Minutes of meetings.

Schedule of in-service.

Schedule of speakers/ seminars.

### **Key Personnel**

Parents' Association.

Parents' Association liaison.

Principal.

Deputy principal.

Parents.

**St. Patrick's Comprehensive**

**School**



**Parents Association**



**Priority Area:**  
**Staff Leadership**

**Domain**

*Teacher's Individual Practice. (T&L)*

*Teachers' collective/collaborative practice. (T&L)*

*Leading Teaching & Learning. (L&M)*

*Managing the organization. (L&M)*

*Leading School Development. (L&M)*

*Developing Leadership Capacity. (L&M)*

**Target**

That all staff, both postholders and non-postholders, have the opportunity to provide leadership and direction in the development of our school.

**Action**

- Rotating chair & secretary of subject departments.
- Peer demonstrations to be a feature of staff days.
- Staff to lead sections of staff meetings.
- Review of teacher handbook.
- Appointment of postholder responsible for easing transition of new teachers.
- Ongoing engagement with Droichead programme including upskilling of new members.
- Staff leadership of school development plan committees.
- Opportunities for staff to lead projects from the Bealach.
- Annual review with postholders as to their role and the evolving needs of the school.
- Financial support from Board of Management for staff interested in upskilling.
- Reflection sheets to be used to ensure all staff have a voice.
- Leadership & management needs of the school to be identified at first staff meeting annually.

- Postholder meetings scheduled throughout the year.
- Staff to actively engage in fundraising for the enhancement of school facilities.

### **Evidence**

Subject plans.

Staff meeting minutes

Teacher handbook.

Bealach committee activities and leaders.

Schedule of access to CPD.

Minutes of PoR review.

### **Key Personnel**

All staff.

AP I staff.

AP II staff.

Principal.

Deputy principal.

Board of Management.



## Priority Area:

### School Plan

#### Domain

*Learner Outcomes. (T&L)*

*Learner experiences. (T&L)*

*Teacher's Individual Practice. (T&L)*

*Teachers' collective/collaborative practice. (T&L)*

*Leading Teaching & Learning. (L&M)*

*Managing the organization. (L&M)*

*Leading School Development. (L&M)*

*Developing Leadership Capacity. (L&M)*

#### Target

School Development Plan which engages with all the school partners will be developed every 3 years.

The School Development Plan will be a roadmap detailing the primary development objectives for the school.

The School Development Plan will be a 'live' document which holds the school accountable for progress or lack thereof.

#### Action

- Identify core themes for school development
- Conduct workshops with staff, students and parents.
- Collate data and present draft plan to School Improvement Plan Strategic Committee.
- Present reviewed plan to Board of Management for ratification.
- Publish plan both in hard copy and as a digital version on our school website.
- School plan core themes committees to be established to drive the plan forward – staff to self-select the committee that they are interested in supporting.
- AP I postholders to act as chair & secretary to SIP committees – responsible for scheduling of meetings and recording of minutes.

- Croke Park hours to be used for scheduling of committee meetings.
- School plan to be posted to potential sponsors to enhance school fundraising efforts and to forge links with local industry to enhance career provision in the school.
- Review and preplanning process to begin in year 3 of current plan for school plan 2022/2023.

## Evidence

Published school plan.

Action items identified by each committee and reflection on success/attainment.

Minutes of committee meetings.

**‘Live’ school plan recording updates at Christmas & summer.**

## Key Personnel

Board of Management.

Principal.

Deputy principal.

All staff.



# Unit Three



Core Theme:  
Communications



**Communications Committee (Chair/Secretary): Edel McDonnell; Emer Magee**

<b>Priority Area:</b> <b>Staff</b>	
<b>Domain</b>	<i>Teacher's Individual Practice. (T&amp;L)</i> <i>Teachers' collective/collaborative practice. (T&amp;L)</i> <i>Leading Teaching &amp; Learning. (L&amp;M)</i> <i>Managing the organization. (L&amp;M)</i> <i>Leading School Development. (L&amp;M)</i>
<b>Target</b>	To improve internal communication systems to ensure efficient and confidential transfer of information and sharing of resources.
<b>Action</b>	<ul style="list-style-type: none"><li>• Establishment of a student support centre – Foinse to securely store student information which teachers may access through the proper channels.</li><li>• Review of school administration system and transfer to VSware.</li><li>• SEN/PC identifiers on VSware.</li><li>• Ongoing in-service training in VSware for staff.</li><li>• Enhanced use of Office 365 particularly SharePoint &amp; Class Notebook for sharing resources and cross-curricular links.</li><li>• School policy documents to be available on SharePoint.</li><li>• Teacher handbook to be available on SharePoint.</li><li>• Subject plans to be available on SharePoint.</li><li>• Source ongoing in-service training for staff in Office 365.</li><li>• Upgrade of teachers' classroom computers.</li><li>• Internal telephone system in each classroom</li></ul>

- Allocated block of Croke Park hours to accommodate committee meetings and subject planning.
- Referral documents in teacher handbook
- Review and upgrade of teacher handbook
- Digital information monitor in staffroom displaying both general information and staff only information.
- SEN, pastoral care and year head weekly meetings to be scheduled on the timetable.
- All staff to monitor and use email for receipt & transfer of information every day and throughout the day.
- Specific intercom timeslots to minimize disruption and the negative impact on teaching & learning.
- Staff reflection sheets.
- Teacher timetable wishlists.
- Referral documents and protocols to ensure transparency and clarity.
- Staff to inform front office of groups away in advance so attendance records can be updated.

## **Evidence**

Student support files.

Level and quality of information on VSware.

Schedule of in-service training.

Teacher handbook.

Policy documents.

Minutes of meetings.

Review of 365 usage at end of year.

Referral documents.

Teacher wishlists.

Attendance figures.

## Key Personnel

All staff.

SEN team.

Postholder responsible for Foinse.

Year heads.

Timetabler.

Front office.

Principal.

Deputy principal.



St. Patrick's  
Comprehensive  
School

<p style="text-align: center;"><b>Priority Area:</b></p> <p style="text-align: center;"><b>Students</b></p>
<p><b>Domain</b></p> <p><i>Learner experiences. (T&amp;L)</i></p> <p><i>Teacher's Individual Practice. (T&amp;L)</i></p> <p><i>Teachers' collective/collaborative practice. (T&amp;L)</i></p> <p><i>Leading Teaching &amp; Learning. (L&amp;M)</i></p> <p><i>Managing the organization. (L&amp;M)</i></p> <p><i>Leading School Development. (L&amp;M)</i></p> <p><i>Developing Leadership Capacity. (L&amp;M)</i></p>
<p><b>Target</b></p> <p>To enhance the two-way communication pathways between students and school.</p> <p>To ensure that students have access to important information and key dates.</p> <p>Enhance communication mechanisms for students for whom English is a second language.</p>
<p><b>Action</b></p> <ul style="list-style-type: none"> <li>• School calendar of events on website.</li> <li>• State exam calendar on website</li> <li>• Student page on school website/social media platforms.</li> <li>• Digital information monitors throughout the school.</li> <li>• Assign a postholder responsible for liaising with the Student Council.</li> <li>• Examine with the Student Council an enhanced role for the student council.</li> <li>• Scheduling of regular minuted meetings for the Student Council.</li> <li>• Student Council liaison to enhance communication between management and student council.</li> <li>• Explore local &amp; national opportunities for student council.</li> <li>• Student mentor programme for incoming 1<sup>st</sup> year students by 5<sup>th</sup> year students.</li> </ul>

- Source in-service and training for Student Council and student mentors.
- Appointment of student mentor coordinator.
- Prefect system to be explored.
- Enhanced use by teachers of SharePoint and Class Notebook for sharing resources with students.
- Enhanced use of student email to communicate with faculty.
- Year group specific noticeboards in designated areas.
- Referral documents for level and subject changes.
- Students can self-refer through email or in person to their year head/careers/pastoral care team if they wish to discuss a concern.
- Notices throughout the school in school language range.
- English language resource classes for students with English as a second language.
- Celebration days for cultural diversity and inclusion

### **Evidence**

Calendars.

School website.

Monitors.

Student Council liaison appointed.

Minutes of meetings.

Referral Documentation.

Notice boards.

Office 365 – survey of teachers using SharePoint and Class Note.

Photographic evidence.

### **Key Personnel**

All staff.

All students.

Student Council.

Student Council Liaison.

AP II with responsibility for website and social media platforms.

Front office.

Year heads.

Principal.

Deputy principal.





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<p style="text-align: center;"><b>Priority Area:</b></p> <p style="text-align: center;"><b>Parents</b></p>
<p><b>Domain</b></p> <p><i>Learner Outcomes. (T&amp;L)</i></p> <p><i>Learner experiences. (T&amp;L)</i></p> <p><i>Managing the organization. (L&amp;M)</i></p> <p><i>Leading School Development. (L&amp;M)</i></p> <p><i>Developing Leadership Capacity. (L&amp;M)</i></p>
<p><b>Target</b></p> <p>To enhance the two-way communication pathways between parents and school.</p> <p>To ensure that parents have access to important information and key dates.</p> <p>Enhance communication mechanisms for parents for whom English is a second language.</p>
<p><b>Action</b></p> <ul style="list-style-type: none"> <li>• Staff photos, roles &amp; responsibilities on school website.</li> <li>• School calendar of events available on school website.</li> <li>• Request an email contact from all parents for quick, efficient and economical sharing of information.</li> <li>• Conduct a review of household data for each student to ensure all contact details are correct.</li> <li>• Move to digital communication of school information to reduce cost of postage and text messaging incurred by the school.</li> <li>• Use school text messaging to remind parents of meetings etc.</li> <li>• Staff school email addresses available on the website to facilitate good communication between home and school.</li> <li>• Information session for parents in accessing VShare &amp; Way2Pay.</li> <li>• Reminder to parents at the start of every year of availability of up-to-date information on school website and social media platforms.</li> <li>• Appointment of AP II post with responsibility for school website &amp; social media platforms.</li> </ul>

- Meaningful & informative comments on report cards
- Two additional AFL reports to be generated at October midterm & Easter.
- Parents encouraged to monitor attendance and behaviour records on VShare and liaise with year head if there are any concerns.
- Staff to input behaviour records both negative & positive in a timely fashion.
- Parents' page on school website.
- Digital newsletter to be available online at the end of every term.
- Email referral (or other means of contact) from parents to SEN/Pastoral care team/careers or year head if parent has a concern.
- Liaise with national support agencies for guidance in engaging and supporting parents from diverse ethnic and cultural backgrounds.
- Survey of parents to establish language competencies.
- Create a list of available translators in order to facilitate good communication with parents.
- School terminology (keywords) translations on school website into majority languages.
- Explore classes for parents with English as a second language after school.
- Partnership with the Parents' Association to facilitate integration of new families into school community.

### **Evidence**

Website.

Survey results.

Household data update.

Information evenings.

Quality, frequency and type of school reports.

Survey of parents use of VShare.

### **Key Personnel**

AP II postholder with responsibility for website and social media platforms.



Front office.

Parents' Association liaison.

Parents Association.

All parents.

Principal.

Deputy principal.



# Induction Days 2019



<b>Priority Area:</b> <b>Wider Community</b>	
<b>Domain</b> <i>Learner Outcomes. (T&amp;L)</i> <i>Learner experiences. (T&amp;L)</i> <i>Managing the organization. (L&amp;M)</i> <i>Leading School Development. (L&amp;M)</i>	
<b>Target</b> <p>To reinforce existing links with our local community.</p> <p>To explore additional opportunities to engage with, and benefit from, the expertise around us and the enhance further the long and proud tradition of St Patrick's Comprehensive School as a formative influence in Shannon town and its surrounding areas.</p>	
<b>Action</b> <ul style="list-style-type: none"> <li>• Management team to visit primary schools in September with school prospectus.</li> <li>• Open night to take place in October.</li> <li>• Structure of Open night to be reviewed every year.</li> <li>• Induction days for incoming 1<sup>st</sup> years in February every year.</li> <li>• Schedule of activities throughout the year for primary school students to participate in Comp activities, e.g. science fair; table quizzes; preview of school musical.</li> <li>• Published version of school plan to be distributed to local business and community groups.</li> <li>• Review of Use of Facilities agreement to encourage and accommodate local clubs and groups accessing school facilities.</li> <li>• Explore partnership possibilities with local sporting clubs/facilities to enhance extra-curricular provision in school, e.g. Comp student card for discount rates in the Leisure Centre.</li> <li>• Explore partnerships with local clubs involved in the arts and non-sporting activities to enhance extra-curricular provision in the school.</li> </ul>	

- Explore partnerships with local community groups, e.g. Tidy Towns, Men's Shed, senior citizens, Scouts, NYP, Clare Youth Services, VdeP etc.
- Explore partnerships with our neighbouring school St Caimins – opportunities to work together in providing services and opportunities that will benefit our students and local community.
- Develop links with local businesses for career talks, site visits, subject mentoring and possible sponsorship.
- Lunch & Learn initiative to invite local business to give a lunchtime talk to senior students.
- Develop an alumni page on the school website.
- Appoint an alumni liaison.
- Forge links with past pupils for career talks, funding opportunities and to record and celebrate the history & role of St Patrick's Comprehensive School in the Shannon community & environs.
- Comp Careers Fair to become an annual event.
- Forge links with Further education & Apprenticeship opportunities for guest speakers and site visits.
- Website & social media coordinator to maintain school's digital platforms to keep them current and informative.
- Celebration of our cultural diversity – creating links with variety of ethnic and cultural groups connected to our school.
- Forge links with twinning groups in Shannon and surrounding areas.
- Celebration of arts & culture in the school and wider community.
- Increased participation in local and national competitions in all areas.
- Develop a student volunteer network for working with our local community.
- Explore running/facilitating night class in the school.
- Explore links with senior citizens/active retirement and TYs – choir?
- Forge links with Love Shannon Community Group.
- Identify companies in the area to forge links and partnerships – source of career advice, site visits, possible sponsorship.

## Evidence

School publications.

Schedule of visits.

Photographic evidence.

Alumni record.

Careers Fair.

Lunch & Learn schedule.

Schedule of guest speakers.

### **Key Personnel**

AP II postholders with responsibility for school website, social media platforms, school publications and school events.

All staff.

Principal.

Deputy principal.

Career guidance.

Alumni liaison postholder.







## The Comp On Tour



# Unit Four



## Infrastructure

**Infrastructure Committee (Chair/Secretary): David Daly; Imelda Colleran**

<b>Priority Area: Facilities - General</b>	
<b>Domain</b>	<i>Learner Outcomes. (T&amp;L)</i> <i>Learner experiences. (T&amp;L)</i> <i>Teacher's Individual Practice. (T&amp;L)</i> <i>Teachers' collective/collaborative practice. (T&amp;L)</i> <i>Leading Teaching &amp; Learning. (L&amp;M)</i> <i>Managing the organization. (L&amp;M)</i> <i>Leading School Development. (L&amp;M)</i>
<b>Target</b>	To provide the best education facilities possible for our students and staff.  To ensure that our facilities supports and enhances teaching & learning and effective communication & collaboration.
<b>Action</b>	<ul style="list-style-type: none"><li>• Appoint AP II postholder with responsibility for facilities oversight.</li><li>• Create a caretakers' email account for efficient and effective communication.</li><li>• Create a facilities group on SharePoint for staff to log any difficulties or facility requests.</li><li>• Staffroom – refurbishment of staffroom.</li><li>• Office of principal to be moved to R28 – centre of the school.</li><li>• Careers office to be converted to a boardroom.</li><li>• Former Tuck Shop to be converted to Careers office with secure storage adjacent.</li><li>• Front office: complete refurbishment of front office to ensure confidentiality and an efficient work space.</li><li>• Photocopier to be moved into new front office.</li></ul>



- Principal's former office to become the back office for secure storage, finance and confidential activity.
- Foinse: student support centre to be established in unused office space – front office to be a meeting room, back office for secure storage of student files and office space.
- Student Toilets: Complete refurbishment and upgrade of student toilet facilities.
- Corridors/communal space: To be repainted white with bright coloured doors and artwork.
- General Classrooms: audit of condition of general classrooms.
- Priority list for refurbishment of classrooms – painting, flooring and hardware.
- Summer Works – Electrics; that the stalled electrical upgrade work be completed.
- Summer Works – roof; application to be submitted for complete upgrade of school roof.
- Emergency Works – foundations & walls; remedial and refurbishment work to be completed.
- School Bills – audit of school bills and active sourcing of more cost-effective alternatives.
- Local business with inhouse resources might be able to give a fresh prospective and advice on reducing costs and on health & safety concerns.
- Audit of classroom temperatures to correct inconsistencies in extreme temperatures in classrooms and positively impact large oil bill.

### **Evidence**

Physical evidence of improvements.

Facility needs log.

Audit results.

### **Key Personnel**

Principal.

Deputy principal.

AP II postholder.

Cleaning staff.

All staff and Caretakers.



# Our School Extension



**Priority Area:****IT****Domain**

*Learner Outcomes. (T&L)*

*Learner experiences. (T&L)*

*Teacher's Individual Practice. (T&L)*

*Teachers' collective/collaborative practice. (T&L)*

*Leading Teaching & Learning. (L&M)*

*Managing the organization. (L&M)*

*Leading School Development. (L&M)*

**Target**

To enhance the provision of IT facilities in the school to support teaching & learning and equip our students for working/studying in a modern technologically advanced world.

**Action**

- Complete audit of IT facilities in the school.
- Survey of IT usage within subject departments and individual teachers in order to design an effective development plan going forward.
- Issue invitation to tender for WIFI provision in the school.
- Review and audit of IT support to the school and appoint an IT maintenance service provider.
- Introduce WIFI to compatible areas in the school and formulate a plan for WIFI expansion throughout the school.
- Ensure WIFI is available in school gym and PE room as a curriculum requirement of LCPE.
- Upgrade of current desktop computers and reassignment to most efficient use.
- Purchase of trolley and mobile devices for WIFI areas.
- Booking of static computer rooms and trolley to be done through VSwire with the deputy principal.

- Staff cannot block book for long periods; planned IT usage should be documented in subject plans and schemes of work.
- Appoint IT coordinator.
- School administration access to IT systems.
- Ensure students can change their password to their school account in compliance with GDPR.
- Conduct a GDPR audit and implement recommendations including two-factor authentications.
- Appoint AP I postholder with responsibility for GDPR.
- Provide training for students in accessing their school accounts and email.

### Evidence

Upgraded IT facilities

Access to WIFI

Survey results

Training schedules

### Key Personnel

IT coordinator.

Subject departments.

Principal.

Deputy principal.

All staff.





<b>Priority Area:</b> <b>Facilities - Speciality</b>	
<b>Domain</b> <i>Learner Outcomes. (T&amp;L)</i> <i>Learner experiences. (T&amp;L)</i> <i>Teacher's Individual Practice. (T&amp;L)</i> <i>Teachers' collective/collaborative practice. (T&amp;L)</i> <i>Leading Teaching &amp; Learning. (L&amp;M)</i> <i>Managing the organization. (L&amp;M)</i> <i>Leading School Development. (L&amp;M)</i>	
<b>Target</b> To develop and improve facilities for specialty subjects so our students will benefit from facilities that are equipped to the highest standard.	
<b>Action</b> <ul style="list-style-type: none"> <li>• Gym - explore funding for upgrade of gym or new gym.</li> <li>• Gym – generate a development plan for school gym facilities both as a sports facility and arts venue.</li> <li>• Development plan for enhanced gym facilities in the school, e.g. exercise bikes, weights etc.</li> <li>• Painting of gym.</li> <li>• Upgrade of backstage facilities and development plan for use.</li> <li>• Astroturf - fundraising drive for refurbishment of AstroTurf.</li> <li>• Explore possible sponsorship of Astroturf through the school plan.</li> <li>• Science labs - conduct a complete audit of current labs.</li> <li>• Design a lab template for refurbishment of labs and cost.</li> <li>• Priority list for labs to be refurbished. Local business with a specialty in this field maybe a use source of advice and funding/sponsorship.</li> </ul>	

## **Evidence**

Physical evidence

Blueprints and development plans

Funding applications

## **Key Personnel**

AP II postholder.

Specialty subject teachers.

Caretakers.

Principal.

Deputy principal.



<b>Priority Area:</b> <b>Use of School Facilities</b>	
<b>Domain</b> <i>Managing the organization. (L&amp;M)</i> <i>Leading School Development. (L&amp;M)</i>	
<b>Target</b> To ensure best practice is followed in the use of school facilities. To encourage greater connection between the school and local community groups. As a potential source of income for the school and for the benefit of students.	
<b>Action</b> <ul style="list-style-type: none"> <li>Review of Use of Facilities agreement to encourage and accommodate local clubs and groups accessing school facilities.</li> <li>Board of Management to determine charge for use, if any, of facilities as potential source of income for the school.</li> <li>Standard agreement for Use of Facilities to be used in all instances.</li> </ul>	
<b>Evidence</b> Use of Facility agreements on file. Increased use of school facilities.	
<b>Key Personnel</b> Principal. Deputy principal. Front office. Caretakers.	



<b>Priority Area:</b> <b>Health and Safety</b>	
<b>Domain</b>	<p><i>Managing the organization. (L&amp;M)</i></p> <p><i>Leading School Development. (L&amp;M)</i></p>
<b>Target</b>	<p>To ensure health &amp; safety best practice and procedures are followed.</p> <p>To ensure students and staff are working in a safe environment.</p>
<b>Action</b>	<ul style="list-style-type: none"> <li>• Appoint AP II postholder with responsibility for health &amp; safety.</li> <li>• Complete a health &amp; safety audit.</li> <li>• Develop a fire evacuation plan.</li> <li>• Incorporate health &amp; safety recommendations in any refurbishment or upgrading work.</li> <li>• Complete audit and service of fire safety equipment and signage.</li> <li>• Liaise with local fire officer for advice and support.</li> <li>• Health &amp; safety audit of all technical classrooms.</li> <li>• Online health &amp; safety courses for staff.</li> <li>• Source upskilling and training for caretaking and cleaning staff.</li> <li>• Safety clothes and shoes for caretaking staff.</li> <li>• Accident report form to be available in the front office or through SharePoint.</li> <li>• Accident report forms to be stored in back office.</li> <li>• AP II postholder with responsibility for H&amp;S together with principal to report to State Claims via online platform.</li> </ul>

## **Evidence**

Health & safety report.

Schedule of health & safety upgrades.

Fire evacuation plan displayed.

Scheduled fire drills.

Scheduling of in-service training.

Record of accident reports.

## **Key Personnel**

AP II postholder.

Principal.

Deputy principal.

Caretakers.

Front office.



## Priority Area:

### Canteen

#### Domain

*Managing the organization. (L&M)*

*Leading School Development. (L&M)*

#### Target

To provide a canteen facility that is responsive to the needs of students and staff.

To provide a viable economical alternative for students and parents.

To cater for the wellbeing of students with the provision of a Breakfast Club.

To generate much-needed funds for the school for investment in school facilities and student needs.

#### Action

- Review of current canteen facilities and service provider.
- School to operate and run school canteen going forward.
- Appoint staff member responsible for running canteen. Appoint front office canteen liaison person.
- Issue invitations to tender for suppliers.
- Refurbishment of canteen.
- Liaise with Student Council to survey students and to food provision in the school canteen.
- Explore 'Meal Vouchers' which parents can purchase in advance at a discounted rate for the canteen.
- Canteen to open from 8:30 am for Breakfast Club – complimentary tea/coffee and toast sponsored by the Parents' Association.
- Canteen to open for 15 mins prior to evening study.
- Explore possibility of student job opportunities in the canteen.
- Canteen vouchers to be used for reward and celebrating achievement.
- Canteen profits will be used to improve school facilities and for the benefit of students and staff.



- Regular reminder to students and parents of advantages of choosing to purchase lunch in school canteen as opposed to downtown.

### **Evidence**

School canteen in operation.

Statistical data on school canteen turnover as an indicator of use.

Survey results.

Investment of profits in school facilities.

### **Key Personnel**

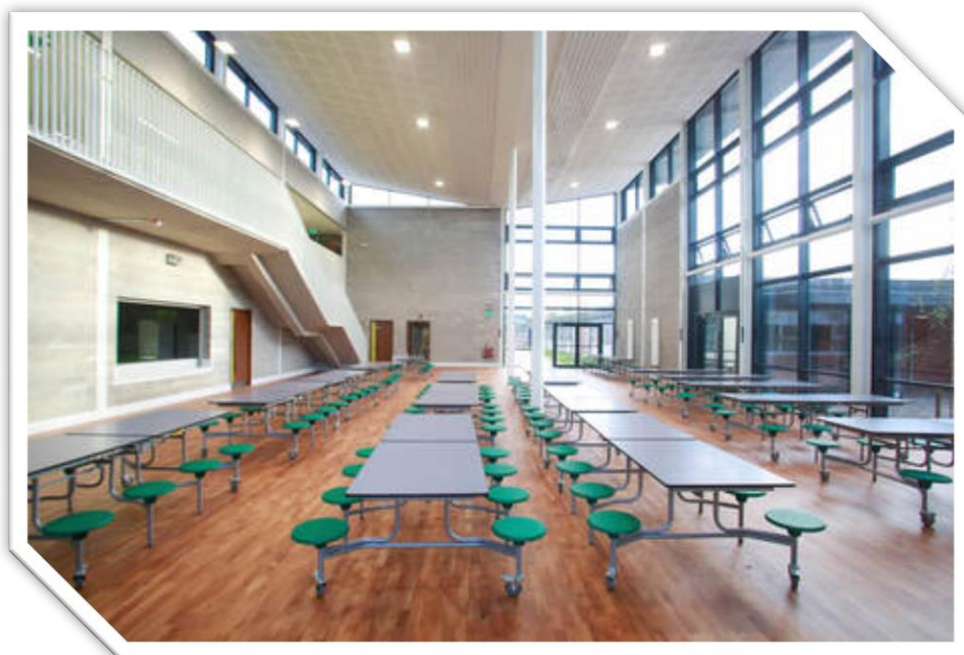
Canteen personnel.

Caretakers.

Front Office liaison.

Principal.

Deputy Principal.





# Unit Five



Core Theme:  
Wellbeing

**Wellbeing Committee (Chair/Secretary): Anne Howard; Mary Shannon**

<p><b>Priority Area:</b></p> <p><b>Students</b></p>
<p><b>Domain</b></p> <p><i>Learner Outcomes. (T&amp;L)</i></p> <p><i>Learner experiences. (T&amp;L)</i></p> <p><i>Leading Teaching &amp; Learning. (L&amp;M)</i></p>
<p><b>Target</b></p> <p>To promote wellbeing and resilience amongst students.</p> <p>To support students as they journey through school.</p> <p>To provide a safe and secure environment that is responsive to the needs of students.</p>
<p><b>Action</b></p> <ul style="list-style-type: none"> <li>• Diversity &amp; inclusion awareness to be promoted in the school</li> <li>• Chaplain: review of chaplain's timetable to ensure time allocated for chaplain and pastoral care duties.</li> <li>• Pastoral care: referral mechanism for referral to pastoral care by teacher or parent; student can also self-refer.</li> <li>• SEN: Review and audit of SEN Team to provide best support students who maybe experiencing difficulties with their learning in school.</li> <li>• Assignment of RACE coordinators for Junior Cycle &amp; Senior Cycle.</li> <li>• Establishment of a student support centre, Foinse for secure housing of all student files and meeting area.</li> <li>• Role of year heads redefined to facilitate a greater pastoral role.</li> <li>• CPD for staff: Source in-service for staff in the area of wellbeing and support staff who attend wellbeing Inservice and training independently.</li> <li>• Guest speakers: Source guest speakers and programmes on wellbeing for students.</li> </ul>

- Liaise with Student Council to conduct an audit of student needs/interests.
- Wellbeing week, month, or day a month to run in the school.
- Identify priority times for wellbeing needs throughout the academic year.
- Appointment of postholder for wellbeing.
- SPHE/RE/PE/ CSPE, careers subject plans to have a particular focus on wellbeing.
- Review of timetable to facilitate career provision at senior cycle.
- Retreats - explore range of retreat options and programmes available for students.
- Faith Calendar to operate throughout the year which both celebrates our Catholic ethos and encourages participation and engagement by all faiths and those who do not subscribe to a faith community.
- Wellbeing as a component of all subject plans
- Mentoring: establishment of 5<sup>th</sup> year student mentors to work with 1<sup>st</sup> year students to ease the transition to second level.
- Induction days & information Evenings to support and alleviate anxiety for students transitioning to new courses.
- Lunchtime activities to promote social interaction and relaxation.
- Extra-curricular activities to promote social interaction, physical activity and creativity.
- Explore the possibility of activity breaks during the school week/day– Drop Everything and Walk
- Continue to develop and promote Active Schools Week.
- Bonding trips for all students but particularly at the beginning of new programmes, i.e. 1<sup>st</sup> year, LCA & Transition Year.
- Access programmes available e.g. Rainbows, Friends for Life, Friends for Youth Resilience Programme.
- Liase with external agencies, e.g. NEPS, Clare Youth Service, Diocesan services
- Wellbeing page on school website with links to services.
- Coping with exams seminars.
- Awareness days, e.g. mental Health, LGBT etc.

- Whole-school drug & alcohol awareness programme
- Social media awareness Programme to support students in social media usage & pitfalls.
- Social media awareness for parents and issues of cyber-bullying.
- Explore role of Student Council as 'experts' in the use of social media to alert parents and students to pitfalls.
- Wellbeing spaces for students in the school.
- Explore possibility of playing music in the canteen at break and lunchtimes.
- Friendship benches to be located throughout the school campus to encourage comfortable social interaction among students.
- Develop a St Patrick's Comprehensive School wellbeing guide for students for their school journal or as a separate publication.
- Explore possibility of bonding trip for after the mock exams.

## Evidence

Calendar of events.

Publications.

Physical evidence.

Referral documentation.

Student files.

## Key Personnel

All staff

Pastoral Care Team

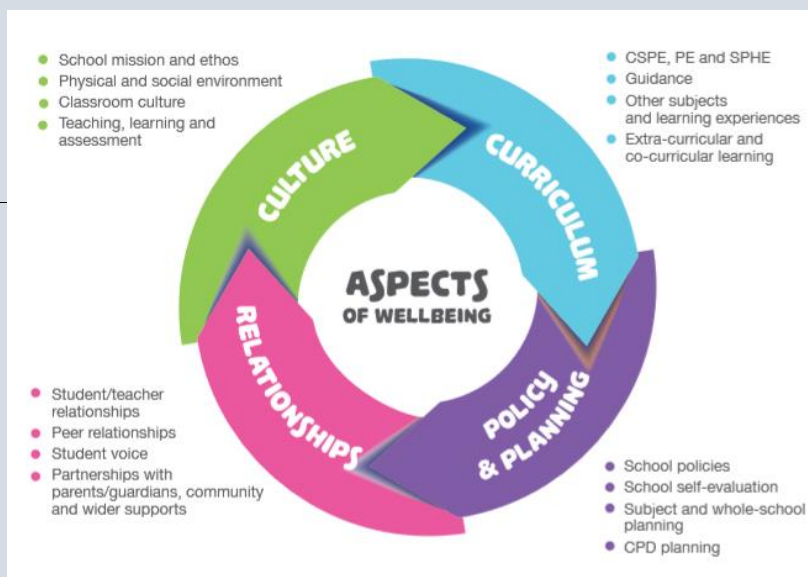
SEN Team

Year head Team

Student Council liaison

Teachers of SPHE/RE/PE/ CSPE/Careers.

Principal



Deputy principal

Caretakers

Cleaners

Front Office







<b>Priority Area:</b> <b>Staff – School Plan</b>	
<b>Domain</b> <i>Teacher’s Individual Practice. (T&amp;L)</i> <i>Teachers’ collective/collaborative practice. (T&amp;L)</i> <i>Leading Teaching &amp; Learning. (L&amp;M)</i>	
<b>Target</b> To promote the care and wellbeing of staff. To provide a secure and comfortable working environment.	
<b>Action</b> <ul style="list-style-type: none"> <li>• Survey of staff of needs/interests in area of wellbeing.</li> <li>• Refurbishment of staffroom as a comfortable environment for staff.</li> <li>• Year heads to remind students at assembly that staff should not be disturbed during breaktimes unless in an emergency – supervising staff are available to answer queries.</li> <li>• Teacher timetable wishlists as a forum for staff to voice what might support them best in their role.</li> <li>• Pastoral care and management support for staff experiencing difficulties.</li> <li>• Board of Management support for staff CPD &amp; wellbeing.</li> <li>• Explore and implement a range of Work Smart strategies.</li> </ul>	
<b>Evidence</b> Physical evidence. Survey results. Schedule of guest speakers/activities . Work Smart strategies to feature in Teacher Handbook.	
<b>Key Personnel</b> All staff	

Pastoral care Team

Principal

Deputy principal

Social Committee

<b>Priority Area:</b> <b>Parents – School Plan</b>	
<b>Domain</b> <i>Learner Outcomes. (T&amp;L)</i> <i>Learner experiences. (T&amp;L)</i>	
<b>Target</b> To support the care & wellbeing of parents. To support parents in supporting their students.	
<b>Action</b> <ul style="list-style-type: none"> <li>• Survey of parents of needs/interests in area of wellbeing.</li> <li>• Liaise with Parents' Association in sourcing guest speakers and programmes of interest.</li> <li>• Parental engagement and support for in-school initiatives, e.g. wellbeing week, Active Schools week, faith calendar, whole-school drug &amp; alcohol awareness.</li> <li>• Referral mechanism available if a parent has a concern for their student.</li> <li>• Social media awareness programme for parents to support their students in social media usage &amp; pitfalls.</li> <li>• Explore with parents the possibility of establishing parent support groups.</li> </ul>	
<b>Evidence</b> Participation in survey. Feedback from survey. Attendance at guest speakers. Correspondence. Engagement with social media.	
<b>Key Personnel</b> Parents' Association Parents' Association liaison	

Pastoral care team

SEN team

Year head team.

Principal

Deputy principal

# What our Parents and Students say...

"My teachers don't hesitate to help when I ask for it."

"Teachers let people be themselves."

"You feel like you can talk to most of the teachers."

"Broad subject choice."

"Welcoming environment."

"Extra-curricular activities."

"Events run successfully."

"The teachers have a good relationship with students."

"School events."

"Good mixed culture to the school."

"Teachers are very accommodating to students – always very helpful."

"Teachers are very respectful towards the students."

"Social media as a great source of information."

"My kids are happy and relaxed at school so there must be a good balance with teachers and students."

"Embrace kids' individuality."

"Good balance of academic & fun activities/fun days."

"Extra-curricular activities – musical; exchanges; tours."

## **Appendix:**

**Looking at Our Schools 2016 -Overview**

**School Improvement Plan Reflection Sheet**

**School Improvement Plan Worksheet templates**

**Teacher Wishlist Template**

**Pastoral Care Referral Form**

**SEN Referral Form**

**Subject Change Request Form**

**Subject Level Change Request Form**

**Subject Change Level Recommendation Form.**

**Facilities Audit Form**





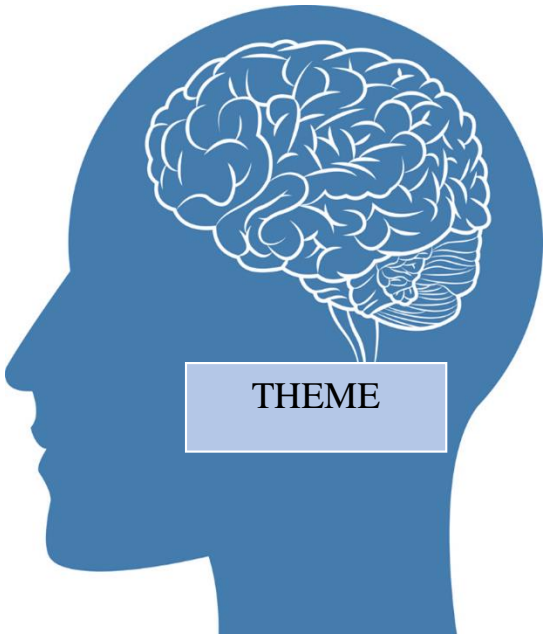
Table 1: Quality Framework for Post-Primary Schools-Overview

	DOMAINS	STANDARDS
TEACHING AND LEARNING	Learner outcomes	Students: enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge and skills to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the post-primary curriculum attain the stated learning outcomes for each subject, course and programme
	Learner experiences	Students: engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers' individual practice	The teacher: has the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress students' learning selects and uses teaching approaches appropriate to the learning intention and the students' learning needs responds to individual learning needs and differentiates teaching and learning activities as necessary
	Teachers' collective / collaborative practice	Teachers: value and engage in professional development and professional collaboration work together to devise learning opportunities for students across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise
LEADERSHIP AND MANAGEMENT	Leading learning and teaching	School leaders: promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment foster a commitment to inclusion, equality of opportunity and the holistic development of each student manage the planning and implementation of the school curriculum foster teacher professional development that enriches teachers' and students' learning
	Managing the organisation	School leaders: establish an orderly, secure and healthy learning environment, and maintain it through effective communication manage the school's human, physical and financial resources so as to create and maintain a learning organisation manage challenging and complex situations in a manner that demonstrates equality, fairness and justice develop and implement a system to promote professional responsibility and accountability
	Leading school development	School leaders: communicate the guiding vision for the school and lead its realisation lead the school's engagement in a continuous process of self-evaluation build and maintain relationships with parents, with other schools, and with the wider community manage, lead and mediate change to respond to the evolving needs of the school and to changes in education
	Developing leadership capacity	School leaders: critique their practice as leaders and develop their understanding of effective and sustainable leadership empower staff to take on and carry out leadership roles promote and facilitate the development of student voice, student participation, and student leadership build professional networks with other school leaders

**School Improvement Plan Reflection Sheet**

**What do we  
do well in  
St. Patrick’s  
Comprehensive  
School?**

**What evidence  
is there to support  
this?**



**What do we  
need to improve  
in St. Patrick’s  
Comprehensive School?**

**What  
solutions or strategies  
do you propose?**

## School Improvement Plan Worksheet Template

Theme: \_\_\_\_\_

Target	Action	Desired outcome

## Teacher Timetable Wishlist



## St. Patrick's Comprehensive

*What subjects...*

*do you enjoy teaching?*

*would you like to teach?*

*Would you rather not teach?*

*Please explain why*

*What areas of your current timetable would you like to retain if possible?*

*What areas of your timetable would you like to change if possible? Explain*

*What resources would be beneficial to your teaching?*

**Student Pastoral Care Referral Form:**

**Please complete and submit to Year Head if you have a concern for a student.**



**Name of Student:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

**Reason for Referral:**

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**Teacher making Referral:** \_\_\_\_\_

**Date of Referral:** \_\_\_\_\_

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**FOR YEAR HEAD USE ONLY:**

**Received by:** \_\_\_\_\_

**Date of Referral:** \_\_\_\_\_

**Action taken:**

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**SEN Referral Form:**

**Please complete and submit to Year Head if you have a concern for a student.**



**Name of Student:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

**Reason for Referral:**

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**Teacher making Referral:** \_\_\_\_\_

**Date of Referral:** \_\_\_\_\_

**FOR YEAR HEAD USE ONLY:**

**Received by:** \_\_\_\_\_

**Date of Referral:** \_\_\_\_\_

**Action taken:**

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## Change Subject Level Request Form



Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Year & Class: \_\_\_\_\_

Subject: \_\_\_\_\_

Current Level: \_\_\_\_\_

Requested Level: \_\_\_\_\_

Please detail the reasons for your request:

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Please confirm that you have spoken to your subject teacher and sought their advice on Changing Level by requesting they sign this form:

(Subject Teacher may use the space below for any relevant information.)

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Subject Teacher Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

**ALL FORMS ARE TO BE RETURNED TO THE RELEVANT YEAR HEAD**

## Change Subject Level Recommendation Form

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Year & Class: \_\_\_\_\_

Subject: \_\_\_\_\_

Current Level: \_\_\_\_\_ Recommended Level: \_\_\_\_\_



Please detail the reasons for your recommendation (to be completed by Subject Teacher):

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Subject Teacher Signature: \_\_\_\_\_

If you **Agree** with this Recommendation, please sign below:

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

OR

If you **Disagree** with this Recommendation, please sign below:

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

NOTE:

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ALL FORMS ARE TO BE RETURNED TO THE RELEVANT YEAR HEAD

## Facilities Audit Form

Form 0013 General Classroom Safety Inspection Form		
<b>General</b>		
Room No.:	Teacher Conducting	
Date:	Inspection:	
<b>2. Checklist</b>		
	<b>Yes</b>	<b>No</b>
<b>Room Presentation</b>		
Is the room tidy & safe? Is there clear access around room?		
Are stores secure & locked?		
Are adequate safety notices displayed?		
Are all routes free from obstruction?		
Are floors in good condition?		
Furniture is in good repair?		
Light fixtures securely mounted, in good condition and clean?		
Equipment is secure and in good condition?		
Shelves are secured to the wall?		
Shelves appropriate for load?		
Any trip hazards i.e. trailing leads?		
Extension properly used i.e. no daisy chaining?		
<b>First Aid Equipment</b>		
First Aider identified for the room?		
First Aid Box sufficiently stocked?		
Are accidents reported & incidents logged?		
<b>Fire</b>		
Evacuation Procedures displayed at door?		
Fire extinguishers wall mounted with appropriate signage in place?		
<b>Electrical System</b>		
PAT Testing Labels on all equipment?		
Are there sufficient warning signs?		
<b>3. Non-conformances with Corrective Actions to be taken</b>		<b>Target Date</b>
Teacher:		Signature:
Safety Committee Member:		Signature:



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