

Bealach 2023-2025

St Patrick's Comprehensive School

Shannon

Co Clare





St Patrick's Comprehensive School

School Improvement Plan

2022 – 2025

Bealach II

Ratified by the Board of Management as proposed by the Bealach II Strategic Committee

20th December 2022

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Acknowledgement

The drafting and publication of our School improvement Plan, Bealach II is the culmination of 6months preparatory work. We would like to acknowledge our appreciation the staff, students and parents who engaged with the consultation phase of the process; their vital insight and commitment to our shared vision for our school have resulted in a comprehensive and progressive Bealach II which builds on the learning, successes and challenges of Bealach II.

We would like to thank the Strategic Committee who reviewed the initial draft of Bealach II. They engaged in a forensic examination of the proposed plan coupled with lively debate and focused, solution driven recommendations. The final draft plan presented to the Board of Management for consideration and ratification represents the partnership between stakeholders, our passion and commitment to our school.

Strategic Review Committee – Wednesday 16th November 2022

Board of Management:

Sean T Ruane (Chair - BoM)

Fr Tom Ryan

Students:

Maia Marren O'Callaghan (Chair – Student Council)

Declan Ross

Staff:

Síobhan Hickey

Peggy Lynch

Parents:

Ruth Gilhool

Anthony Tuohy

Welcome to our School Improvement Plan 2022 –2025 Bealach II.

It is difficult to imagine a more appropriate time to launch Bealach II as we exit from the challenges of the past 3 years of COVID 19. Bealach I our School Improvement Plan 2019 – 2022 was an invaluable roadmap as we navigated the difficulties of school closures, remote learning and the return to school amid a global pandemic. The reflection, assessment and strategic planning that led to the development of Bealach I ensured that as a school we knew exactly our opportunities and challenges.

COVID 19 brought with it massive challenges for students, staff, parents and the school in general but it also brought with it opportunities for our school community to rise to those challenges. I am very proud of our school community – it is inspiring when you review the identified highlights of Bealach I that many of them arose out of a necessary response to the global pandemic. It is a testament to all in our school community that notwithstanding the many challenges we encountered we emerged from such an unprecedented situation a better, more progressive, more responsive school that held true to our commitment to student centered education.

Bealach II heralds an exciting time for St Patrick’s Comprehensive School. We have increased student enrolment and as a result increased staffing – this helps to protect the range of subjects we offer our students and adds depth and diversity to our staffing cohort. We have come a long way in addressing the issues raised in Whole School Inspections. Our school campus, which includes sections built in 1966, 1977 and 2017 will be improved dramatically by the rebuilding of the 1977 section and the addition of a 2 classroom ASD learning space. This will help us address ongoing issues with electrics, roofing, access to Wifi throughout the building and not least ensure that classrooms and practical rooms are fit for purpose for an evolving and demanding school curriculum.

Bealach II offers us the opportunity to develop even further initiatives from Bealach I; to solidify the knowledge and expertise that evolved out of the necessity of COVID 19 and to celebrate the ongoing growth of St Patrick's Comprehensive School as a centre of excellence, as an innovative, progressive and creative school at the heart of the community and with the promotion and care of our students at its core.

I would like to thank the Board of Management for its tireless support of our school, for its commitment and belief in our school community and for its rigorous fulfilment of its duties – all on a voluntary basis. The success of Bealach I resides with the partners in our school community – our parents, our students but most particularly with our staff. School staff – management, teaching, SNA and ancillary formed the committees that spearheaded the Bealach I initiatives. The success of Bealach I reflects the willingness of our school staff to share their time, talents and expertise for the benefit of our school. I salute you and thank you on behalf of our students.

“Beart de réir ár mbriathar” - Our word is our bond. Bealach II is our word to continue to reflect, review, assess and progress our wonderful school for the betterment of our students.

Mary Costello, Principal

What is School Improvement Planning? School Self Evaluation and LAOS (Looking At Our School)?

“Looking at Our School 2016: A Quality Framework for Post-Primary Schools provides a unified and coherent set of standards for two dimensions of the work of schools:

- teaching and learning
- leadership and management

It is designed for teachers and for school leaders to use in implementing the most effective and engaging teaching and learning approaches and in enhancing the quality of leadership in their schools. Through the provision of a set of standards describing ‘effective practice’ and ‘highly effective practice’, the framework will help schools to identify their strengths and areas for development and will enable them to take ownership of their own development and improvement. In this way, the quality framework seeks to assist schools to embed self-evaluation, reflective practice and responsiveness to the needs of learners in their classrooms and other learning settings.”

From

LOOKING AT OUR SCHOOL 2016

A Quality Framework for Post-Primary Schools

Reflection on our school values:

Core Values		
Staff	Students	Parents
Inclusive Diverse Mutual Respect Positive, caring learning environment Students to achieve their full potential Student centred Holistic approach Variety of courses/subjects/programmes Positive student development Students feel safe and happy Student voice is heard and valued Expression of individuality Celebration of individual identity Tolerance Sense of Community Teaching and Learning Communication Wellbeing Innovation Equal learning opportunities for all – L2LP, TY, LCE, LCA	Friendly Inclusive Diverse Expressive Caring Freedom Unique Student teacher relations Safe and friendly Caters for all Good facilities No uniform Expression Welcoming Cares for education Community based Acceptance	Open and welcoming Progressive Supports individuality Range of activities/interests - not just sport Zero tolerance of bullying Incidents dealt with in a fair manner No distinctions in clothing, gender, nationality, religion – all part of the school community

Our Core Values:

Inclusive	Diversity	Caring	Progressive	Welcoming
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Reflection on 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.”

Staff	Students	Parents
<p>'The word excellence is leading (misleading) because of association of academic excellence. Individual excellence. Facilities in some rooms hinder this excellence.'</p> <p>'Our numbers are increasing. Our work within the community. A caring environment. Happy students. Inclusiveness. Inbhear!'</p> <p>'What do we define as excellence? Good relationships between students, school and wider school community. Barriers exist from curricular sectors & funding which make it difficult to meet expectations.'</p> <p>'Support cards, detention, pastoral care, restorative practice. Staff are involved in cPD training. Range of courses offered. Inclusive school environment'</p> <p>'Because we all work together to provide equal opportunities for all students in a caring environment where we challenge them to reach their full potential.'</p> <p>'Caring environment; encourage student development; equality of opportunity.'</p> <p>'We provide all elements of the statement to the best of our ability.'</p> <p>'We are providing equal opportunities for all students in a safe and caring environment.'</p>	<p>'It's doing what it sets out to do'</p> <p>'It's not going above and beyond but not trash'</p> <p>'We believe everyone is getting treated equally'</p> <p>'Emphasis on achieving your best'</p> <p>'Punishment fits the crime'</p> <p>'They try to make the students better people'</p> <p>'They teach us well'</p> <p>'Treat everyone equally and fairly'</p> <p>'Some think yet to meet expectations – lack of discipline (rowdy) - clear difference in treatment.'</p>	<p>Self expression</p> <p>Restorative Practice</p>

Our Identified Core Values:

Inclusive	Diversity	Caring	Progressive	Welcoming
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Our 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.”

Conclusion:

Our Mission statement continues to be an accurate reflection of the ‘lived experience’ of our school partners as evidenced by the identified core values.

Summary of Target Actions

Bealach II

2022-2025

Teaching & Learning Plan

Identified Targets:	Domains
Planning Time	Teaching & Learning Teachers' collective/collaborative practice
Homework & Assessment	Teaching & Learning Learner experiences
Study Skills	Teaching & Learning Learner experiences
Transitioning from Junior Cycle to Senior Cycle	Leadership & Management Developing leadership capacity
Addressing educational disadvantage	Leadership and Management Leading learning and teaching
Student Attendance	Leadership & Management Leading school development
Active Learning & Groupwork	Teaching & Learning Learner Outcomes

Digital Learning Plan

Identified Targets:	Action:	Domains:
IT Infrastructure	Classroom hardware – computers, monitors, projectors, speakers Teacher devices Interactive screens to replace projectors Computer room hardware – full complement of computers Effectiveness of IT Trolleys Wifi/Internet	Leadership & Management Managing the organisation 2.2 manage the school’s human, physical and financial resources so as to create and maintain a learning organisation
Digital Divide	Address accessibility issue for students from challenging socio-economic backgrounds	Leadership & Management Leading learning and teaching 1.2 foster a commitment to inclusion, equality of opportunity and the holistic development of each student
Communication	Availability of T&L resources on Teams CBAs – information for parents Level of parental access of VSware Student access to and engagement with VSware	Teaching and Learning Learner experiences 2.3 reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning. Leadership & Management Leading School Development 3.3 build and maintain relationships with parents Teaching and Learning Learner experiences 2.3 reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning.

	<p>Communicating shared responsibility in the use of IT facilities</p> <p>Boundaries for both staff & students – right to ‘switch off’</p> <p>Induction of new staff for Office 365 & VSware</p>	<p>Leadership & Management Managing the organisation 1.1 The principal and deputy principal manage and oversee the smooth day-to-day running of the school. To this end, they develop and implement effective systems for communicating information</p> <p>Leadership & Management Managing the organisation 2.3 manage challenging and complex situations in a manner that demonstrates equality, fairness and justice</p>
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Management & Leadership Plan

Identified Targets:	Domains
Student Voice	Leadership & Management Developing Leadership Capacity
Class Tutor System	Leadership & Management Leading learning and teaching
School Journals	Leadership & Management Managing the organisation
Staff Voice	Leadership & Management Developing Leadership Capacity
Staff Progression	Leadership & Management Developing leadership capacity
Timetable Structure*	Leadership & Management Managing the organisation

Communications Plan:

Identified Targets:	Domains
Website – volume of content and navigation	Leadership and Management Managing the organisation
Guidance for parents	Leadership and Management Leading School Development
P/T Meetings	Leadership and Management Leading learning and teaching
Student & Staff Noticeboards/Information Points	Leadership and Management Leading learning and teaching Managing the organisation
Communicating a better understanding of Restorative Practice	Leadership and Management Leading School Development
Intercom system	Leadership and Management Managing the organisation

Infrastructure Plan

Identified Targets:	Domains
Car Park	Leadership and Management Managing the organisation
Gym	Leadership and Management Managing the organisation
Canteen payment system	Leadership and Management Managing the organisation
Pitch	Leadership and Management Managing the organisation
Student toilets & anti-social behaviour	Leadership and Management Managing the organisation
Outdoor shelters & seating	Leadership and Management Managing the organisation
School entrance	Leadership and Management Managing the organisation
Classroom blinds	Leadership and Management Managing the organisation
Classroom phone system	Leadership and Management Managing the organisation

Wellbeing Plan

Identified Targets:	Domains
Extra curricular – record, promotion, access	Teaching & Learning Learner experiences
Promoting Positive Behaviour	Teaching & Learning Learner experiences
Whole school engagement with wellbeing initiatives	Teaching & Learning Learner experiences
Differentiation	Teaching & Learning Teachers' Individual Practice
Addressing socio-economic disadvantage	Leadership and Management Leading teaching and learning
Staff wellbeing	Leadership and Management Managing the organisation
Whole School Guidance Plan	Leadership and Management Leading teaching and learning
Wellbeing Implementation Committee	Leadership and Management Leading teaching and learning

Our Teaching and Learning Plan

1. Introduction

This document records the outcomes of our current teaching and learning plan, including targets and the actions we will implement to meet the targets.

1.1 School Details:

School Name: St Patrick's Comprehensive School

School Address: Tullyglass, Shannon, Co Clare

School Roll Number: 81007U

1.2 School Vision:

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.

This plan has been developed in line with our mission statement which has the care of students at its core. The staff and management of the school is committed to responding to the evolving needs of its students and the requirements of subject curricula. We are committed to empowering students with lifelong and transferable skills so that their teaching and learning experiences are meaningful and relevant. We believe in the key partnerships between school, students and parents in supporting student attainment. We recognize and value the quality and skills of our teaching staff and support staff in their professional development both individually and collaboratively. This Teaching and Learning Plan runs concurrently with the Digital Learning Plan which targets the specific areas of digital learning and teaching.

2. The focus of this Teaching and Learning Plan

We undertook an evaluation of teaching and learning in our school during the period April 2022 to May 2022 as part of the consultation process for our School Improvement Plan Bealach 2. We evaluated our progress using the following sources of evidence:

Assessment of Strengths & Areas for Improvement in:

Teaching & Learning

By

Staff

Students

Parents

**Teaching and Learning Plan
Feedback from School Partners
Source: Bealach II Consultation Process May 2022**

Learning & Teaching

Students:

Strengths	Challenges/Areas for improvement
Good teachers Projects & researching Socializing in learning – more natural learning Teachers aren't afraid of feedback – they try their best to help PowerPoint - engaging	More creative ways Less class tests More class trips Better explanations Continuous assessment rather than actual exams More groupwork and projects More practicals Homework that relates to classwork More study classes Literacy & numeracy classes – content needs to be reviewed Bridging the gap between 3 rd year & 5 th year

Staff:

Strengths	Challenges/Areas for Improvement
Induction Assessment Staff collaboration in certain areas Differentiated learning Online P/T meeting Student centered Teacher dedication/commitment Subject choices – flexible bands L2LP Programme - integration Timetabling Team teaching Resource Classes CPD – subject knowledge SEN Range of subjects on offer Combination of formative & summative assessments	Time to meet with subject colleagues/as subject departments Preparation time for team teaching EAL teacher Recognition system for all students Student attendance/lateness AFL Reports – Timing Planning time Teacher consistency among subjects Responsibility & accountability from home Library facility Toilet Breaks General engagement poor with some students Class sizes Challenges of socio-economic demographic DEIS status Teacher autonomy Lack of streaming – differentiation can have a negative impact on stronger students if class is moving too slowly Bridging the gap between Junior and Senior Cycle

Parents:

Strengths	Challenges/Areas for Improvement
	Lesson plans to be available for covering teachers Study Skills for 1 st years Key words – explanations Global class punishments when only some students misbehaving Guidance – CAO; SUSI; HEAR; DARE etc Information for non-national parents on education system – curricula/programmes/ assessment etc

Identified Targets:	Domains
Planning Time	Teaching & Learning Teachers' collective/collaborative practice
Homework & Assessment	Teaching & Learning Learner experiences
Study Skills	Teaching & Learning Learner experiences
Transitioning from Junior Cycle to Senior Cycle	Leadership & Management Developing leadership capacity
Addressing educational disadvantage	Leadership and Management Leading learning and teaching
Student Attendance	Leadership & Management Leading school development
Active Learning & Groupwork	Teaching & Learning Learner Outcomes

3.1 The dimensions and domains from the LAOS Framework being selected

Teaching and Learning

- Learner outcomes

- Learner experiences

- Teachers' collective/collaborative practice

Leadership and Management

- Leading learning and teaching

- Leading school development

- Developing leadership capacity

3.2 The standards and statements from the LAOS Framework being selected

Standard	Statement(s) of Effective Practice
<p>Teaching and Learning</p> <p>Teachers' collective/collaborative practice</p> <p>Teachers value and engage in professional development and professional collaboration</p>	<p>Teachers use formal meeting and planning time to reflect together on their work.</p> <p>Teachers view collaboration as a means to improve student learning and to enhance their own professional development. They engage in constructive collaborative practice.</p> <p>Teachers implement whole-school approaches to teaching and learning to improve students' experiences and outcomes.</p>
<p>Teaching and Learning</p> <p>Learner Experiences</p> <p>Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning</p> <p>Learner outcomes</p> <p>Students attain the stated learning outcomes for each subject, course and programme</p>	<p>Students assess their progress and are aware of their strengths and areas for development as learners.</p> <p>They take pride in their work and follow the guidance they receive to improve it.</p> <p>They reflect on their behaviour and attitude to learning, and are able to contribute to setting meaningful goals for themselves.</p> <p>Students achieve the intended learning of the lesson or sequence of lessons, which has been appropriately differentiated where necessary.</p> <p>Students achieve the intended learning outcomes for the term and year, which has been appropriately differentiated where necessary</p> <p>Students' achievement in summative assessments, including certificate examinations, is in line with or above expectations</p>

<p>Teaching and Learning</p> <p>Learner Experiences</p> <p>Students experience opportunities to develop the skills and attitudes necessary for lifelong learning</p>	<p>Students can, with some guidance, transfer and apply skills learned in one context to another context</p> <p>Students are aware of the key skills underpinning the curriculum and of their relevance to present and future learning.</p> <p>Students have an age-appropriate understanding of the concept of lifelong learning, and are well disposed to continuing education and training.</p>
<p>Leadership and Management</p> <p>Developing leadership capacity</p> <p>Promote and facilitate the development of student voice, student participation, and student leadership</p>	<p>Those in leadership and management roles value students' views, and support students' involvement in the operation of the school.</p> <p>Those leading the SSE process recognise the need to listen to students and are increasingly consulting students on their own learning.</p>
<p>Leadership and Management</p> <p>Leading learning and teaching</p> <p>Foster a commitment to inclusion, equality of opportunity and the holistic development of each student</p>	<p>Those with leadership and management roles promote an inclusive school community.</p> <p>Those with leadership and management roles adhere to principles of inclusion and social justice to promote equality of opportunity for students. They strive to ensure that all members of staff support this ethos.</p>
<p>Leadership & Management</p> <p>Leading school development</p> <p>Build and maintain relationships with parents, with other schools, and with the wider community</p>	<p>The principal and other leaders in the school value and support partnership with parents as a means of supporting students' learning and wellbeing. They build and maintain good relationships with parents.</p>

	<p>The principal communicates with parents and other partners through various means. Two-way communication occurs, and there are structures that enable dialogue with partners.</p>
<p>Teaching and Learning</p> <p>Learner experiences</p> <p>Students grow as learners through respectful interactions and experiences that are challenging and supportive</p>	<p>Relationships and interactions in classrooms and learning areas support a co-operative and productive learning environment.</p> <p>Interactions among students and between students and teachers are respectful and positive, and conducive to well-being.</p> <p>Students feel able to contribute their opinions and experiences to class discussion. They listen respectfully to the opinions and experiences of their classmates.</p>

Our Digital Learning Plan

1. Introduction

This document records the outcomes of our current digital learning plan, including targets and the actions we will implement to meet the targets.

1.1 School Details:

School Name: St Patrick's Comprehensive School

School Address: Tullyglass, Shannon, Co Clare

School Roll Number: 81007U

1.2 School Vision:

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.

This plan has been developed in line with our mission statement which has the care of students at its core. The school believes that embedding Digital Learning Technologies will enhance the teaching and learning experience for students and staff. Addressing digital technology challenges within the school infrastructure will provide students & staff with improved access to digital technologies and facilitate teachers in including digital technology as a teaching methodology to enhance the teaching and learning experience for students. This Digital Learning Plan is designed to create a solid foundation to facilitate greater developments in planning, collaboration, assessment, student engagement and student autonomy. Our student cohort have diverse socio-economic backgrounds. Many of our students had trouble accessing online learning during the periods of school closure because of access to devices and access to Wifi in the home. While we cannot address the issue of Wifi in the home this Digital Learning Plan seeks to support those students who may be at a digital disadvantage due to socio-economic circumstances.

1.3 Brief account of the use of digital technologies in the school to date:

Infrastructure:

Designated computer rooms x2; designated DCG room

Mobile IT Trolleys x 2 (54 devices in total)

Wifi in 1966 & 2017 sections of the school; no Wifi in 1977 section

Classroom teacher computers & projectors.

Software:

Windows 10 operating system

Office 365 – staff and student accounts

Teams

VSware

School website

VSware & Vsware App

Studyclix/ Kahoot/various education apps

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period April 2022 to May 2022 as part of the consultation process for our School Improvement Plan Bealach 2. We evaluated our progress using the following sources of evidence:

Assessment of Strengths & Areas for Improvement in:

Teaching & Learning

Communication

Infrastructure

By

Staff

Students

Parents

Digital Learning Plan

Feedback from School Partners

Source: Bealach II (2022-2025) Consultation Process

Digital Learning & Teaching & Learning/Communications/Infrastructure

Students:

Strengths	Challenges/Areas for improvement
Computer class Good Website Teams Office 365 Able to work from home Able to contact teachers Free Office account	Projectors not working Projector on normal whiteboard is better Resources available on Teams Poor Internet Student access to VSware Late notice of assignments IT throughout whole school Too easy for teachers to contact students Better computer rooms

Staff:

Strengths	Challenges/Areas for Improvement
Staff collaboration Social Media Office 365 Teams Email Publications VSware App	IT facilities IT facilities to reduce digital deficit between students Parents accessing VSware – tutorial for parents in accessing VSware No Wifi in areas of the school Constant battle with IT Poor internet Socio-economic demographic

	Right to 'sign-off'/ out of hours communication from students and parents Projectors Monitors PCs Speakers Trollies Teacher devices Induction of new staff on Office 365 & VSware
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Parents:

Strengths	Challenges/Areas for Improvement
Wifi	Communication on Teams with teachers CBAs – information for parents Website – navigation tool

Additional evidence from audit of IT Facilities May 2022:

Computers required	20 (14 x computer rooms; 6 x classrooms)
Monitors required	24 (18 x computer rooms; 6 x classrooms)
Trolley laptops required	7 to complete complement of 60 Half trolley still unfilled 5 x charging cables also required
Projectors required	6
Speakers required	7 Cabling also required to facilitate access to inbuilt projector speakers
Wifi	Available in 1966 & 2017 sections of the school No Wifi in 1977 section of the school – scheduled for rebuilding – in Design phase June 2022

Identified Targets:	Action:	Domains:
IT Infrastructure	Classroom hardware – computers, monitors, projectors, speakers Teacher devices Interactive screens to replace projectors Computer room hardware – full complement of computers Effectiveness of IT Trolleys Wifi/Internet	Leadership & Management Managing the organisation 2.2 manage the school’s human, physical and financial resources so as to create and maintain a learning organisation
Digital Divide	Address accessibility issue for students from challenging socio-economic backgrounds	Leadership & Management Leading learning and teaching 1.2 foster a commitment to inclusion, equality of opportunity and the holistic development of each student
Communication	Availability of T&L resources on Teams CBAs – information for parents Level of parental access of VSware Student access to and engagement with VSware	Teaching and Learning Learner experiences 2.3 reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning. Leadership & Management Leading School Development 3.3 build and maintain relationships with parents Teaching and Learning Learner experiences 2.3 reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning. Leadership & Management

	<p>Communicating shared responsibility in the use of IT facilities</p> <p>Boundaries for both staff & students – right to ‘switch off’</p> <p>Induction of new staff for Office 365 & VSware</p>	<p>Managing the organisation</p> <p>1.1 The principal and deputy principal manage and oversee the smooth day-to-day running of the school. To this end, they develop and implement effective systems for communicating information</p> <p>Leadership & Management</p> <p>Managing the organisation</p> <p>2.3 manage challenging and complex situations in a manner that demonstrates equality, fairness and justice</p>
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2.1 The dimensions and domains from the Digital Learning Framework being selected

Leadership and Management

Leading learning and teaching

Managing the organisation

Leading school development

Teaching and Learning

Learner experiences

2.2 The standards and statements from the Digital Learning Framework being selected

Standard	Statement(s) of Effective Practice
<p>Leadership and Management</p> <p>Leading learning and teaching</p> <p>1.2 Foster a commitment to inclusion, equality of opportunity and the holistic development of each student</p>	<p>The school understands how access to digital technologies can create divides and how students' social and economic conditions can impact the way technology is used.</p>

<p>Leadership and Management</p> <p>Managing the organisation</p> <p>2.2 Manage the school's human, physical and financial resources so as to create and maintain a learning organisation</p>	<p>The principal and other leaders in the school ensure that processes are in place for the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment.</p> <p>The board of management ensures the provision and maintenance of digital teaching aids and equipment to a good standard.</p> <p>Physical learning spaces have been designed or adapted to harness and optimise the use of a range of digital technologies for learning.</p>
<p>Leadership and Management</p> <p>Maganing the organisation</p> <p>2.3 Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice</p>	<p>The principal and other leaders in the school foster a positive attitude towards the use of digital technologies and encourage respectful interactions at all levels within the school community.</p>
<p>Leadership and Management</p> <p>Leading school development</p> <p>3.3 Build and maintain relationships with parents, with other schools, and with the wider community</p>	<p>The school has an explicit communication strategy in place, which identifies and uses websites and social networks, to communicate effectively with the whole school community.</p> <p>The principal and other leaders in the school use digital technologies to enhance organisational communication with learners, parents and third parties making administrative procedures more transparent and accessible.</p>
<p>Teaching and Learning</p> <p>Learner Experiences</p> <p>2.3 Students reflect on their progress as learners and develop a sense of</p>	<p>Students use digital technologies to collect evidence, record and reflect on their progress, and develop their competence as self-directed learners.</p>

ownership of and responsibility for their learning	
Leadership & Management Managing the organisation 1.1 Establish an orderly, secure and healthy learning environment, an maintain it through effective communication	The principal and deputy principal manage and oversee the smooth day-to-day running of the school. To this end, they develop and implement effective systems for communicating information

2.3. These are a summary of our strengths with regards digital learning

Staff engagement and staff leadership in digital learning.

Software – Office 365; Teams; VSware; Teams.

Commitment from the Board and school management to address IT infrastructure issues.

2.4 This is what we are going to focus on to improve our digital learning practice further

IT Infrastructure

Addressing the digital divide

Communication

Our Management and Leadership Plan

1. Introduction

This document records the outcomes of our current management and leadership plan, including targets and the actions we will implement to meet the targets.

1.1 School Details:

School Name: St Patrick's Comprehensive School

School Address: Tullyglass, Shannon, Co Clare

School Roll Number: 81007U

1.2 School Vision:

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.

This plan has been developed in line with our mission statement which has the care of students at its core. The Board of Management has ultimate responsibility with the day-to-day management of the school delegated to the Principal and management team. Schools are complex environments; the education system is constantly evolving, and schools must respond to the changing needs and circumstances of their students. Effective management and leadership is critical; it is essential that leadership is developed and supported at all levels – student, staff, middle and senior leaders. Structures and systems that support management and leadership are core themes in this school improvement plan.

2. The focus of this Management & Leadership Plan

We undertook an evaluation of management and leadership in our school during the period April 2022 to May 2022 as part of the consultation process for our School Improvement Plan Bealach 2. We evaluated our progress using the following sources of evidence:

Assessment of Strengths & Areas for Improvement in:
Management and Leadership

By
Staff
Students
Parents

Management & Leadership Plan

Feedback from School Partners

Source: Bealach II Consultation Process May 2022

Management & Leadership

Students:

Strengths	Challenges/Areas for improvement
Year Heads Guidance Student Council Majority of teachers are approachable Loads of option choices Extra resources Activities planned well Good management	More language options Free classes Dress Code More communication between students & management Some teachers don't offer required help More trips to help learning Sports at lunchtime Optional Geography at JC Outdoor benches

	Optional Irish & Religion Student Council meetings are erratic – issues not being addressed More student input
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Staff:

Strengths	Challenges/Areas for Improvement
Approachable management Middle Management Team CPD Opportunities for progression Weekly Year Head meetings Provision of L2LP programme SEN Strategic Planning Posts of Responsibility Response to COVID Range of subjects Progressive & innovative ideas Mentoring programme Policies are comprehensive & updated Referral structures	Staff collaboration Staff input in decision making Timetabled subject planning meetings – monthly/term Whole staff meetings Staff Voice Staff Consultation Staff wellbeing Lack of discussion at staff meetings Unwillingness to seek promotion More presence in corridor Class Tutors Teacher based classrooms More visible Student Council Timetabled Tutor class Review use of journals Review Posts of Responsibility

Parents:

Strengths	Challenges/Areas for Improvement
Timetabling Curriculum Online p/t meeting 1 st & 2 nd years	Online p/t meetings – release times earlier & list of teachers & subjects Platform for parental concerns?

Identified Targets:	Domains
Student Voice	Leadership & Management Developing Leadership Capacity
Class Tutor System	Leadership & Management Leading learning and teaching
School Journals	Leadership & Management Managing the organisation
Staff Voice	Leadership & Management Developing Leadership Capacity
Staff Progression	Leadership & Management Developing leadership capacity
Timetable Structure*	Leadership & Management Managing the organisation

3.1 The dimensions and domains from the LAOS Framework being selected

Leadership and Management

Leading learning and teaching

Managing the organisation

Developing leadership capacity

3.2 The standards and statements from the LAOS Framework being selected

Standard	Statement(s) of Effective Practice
Leadership & Management Developing Leadership Capacity	

<p>promote and facilitate the development of student voice, student participation, and student leadership</p>	<p>Those in leadership and management roles value students' views, and support students' involvement in the operation of the school.</p> <p>They ensure that the student council is democratically elected, and that it is included in decision-making.</p> <p>They offer students opportunities to take leadership roles.</p>
<p>Leadership & Management</p> <p>Leading learning and teaching</p> <p>foster a commitment to inclusion, equality of opportunity and the holistic development of each student</p>	<p>Those with leadership and management roles promote an inclusive school community.</p> <p>Those with leadership and management roles are committed to ensuring that all relevant school policies are inclusive, and are implemented accordingly.</p> <p>Those with leadership and management roles adhere to principles of inclusion and social justice to promote equality of opportunity for students. They strive to ensure that all members of staff support this ethos.</p>
<p>Leadership & Management</p> <p>Managing the organisation</p> <p>establish an orderly, secure and healthy learning environment, and maintain it through effective communication</p>	<p>The principal and deputy principal manage and oversee the smooth day-to-day running of the school. To this end, they develop and implement effective systems for communicating information.</p>
<p>Leadership & Management</p> <p>Developing Leadership Capacity</p> <p>empower staff to take on and carry out leadership roles</p>	<p>He/she encourages teachers to take on leadership roles and to lead learning, and is willing to distribute significant leadership responsibilities.</p> <p>The principal encourages the formation of teams to address school priorities. He/she understands the potential for building leadership capacity, and seeks to develop this.</p>
<p>Leadership & Management</p>	

<p>Developing Leadership Capacity</p> <p>empower staff to take on and carry out leadership roles</p>	<p>The principal understands the importance of the quality of leadership and management for the school as a learning organisation.</p> <p>He/she encourages teachers to take on leadership roles and to lead learning, and is willing to distribute significant leadership responsibilities.</p> <p>The principal provides a mentoring programme to support teachers in new roles.</p>
<p>Leadership & Management</p> <p>Managing the organisation</p> <p>manage the school's human, physical and financial resources so as to create and maintain a learning organisation</p>	<p>The principal works well with the board of management to create and maintain a learning organisation that delivers good learning experiences for all students and staff.</p>

Our Communications Plan

1. Introduction

This document records the outcomes of our current communications plan, including targets and the actions we will implement to meet the targets.

1.1 School Details:

School Name: St Patrick's Comprehensive School

School Address: Tullyglass, Shannon, Co Clare

School Roll Number: 81007U

1.2 School Vision:

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.

This plan has been developed in line with our mission statement which has the care of students at its core. All the partners in our school community share a common goal as clearly stated in our Mission Statement. Critical to the fulfillment of that goal is clear and effective communication systems both between and within the education partners. Our school has developed very good communication practices and systems the targeted actions in this plan aim at enhance that good communication further. This Communication Plan runs concurrently with the Digital Learning Plan which also addresses communication targets.

2. The focus of this Communications Plan

We undertook an evaluation of management and leadership in our school during the period April 2022 to May 2022 as part of the consultation process for our School Improvement Plan Bealach 2. We evaluated our progress using the following sources of evidence:

Assessment of Strengths & Areas for Improvement in:
Management and Leadership

By
Staff
Students
Parents

Communications Plan

Feedback from School Partners

Source: Bealach II Consultation Process May 2022

Communications

Students:

Strengths	Challenges/Areas for improvement
School website School email system Chaplain Messaging through Teams	Student access to VSware Intercom Musicals Theme Days Late notice of assignments on teams Communication often feels one-way Student notice boards

Staff:

Strengths	Challenges/Areas for Improvement
Strong social media Publications Between staff & parents Move towards paperless school	Intercom Link between Inbhear & mainstream #Compstyle – review Staffroom noticeboards

School website PR Pastoral Care Collaboration with local community Correct systems are in place Parents Association Local media	Clubs for students to join More personable communications Discussions/Open surveys Cover – advance notice if possible esp for SEN students 'Tempteacher' email Staff training for certain programmes
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Parents:

Strengths	Challenges/Areas for Improvement
Some teachers approachable, some teachers parents are hesitant to approach Facebook COVID – response and flexibility from staff Inbhear p/t meetings – personal connection	Information for new/foreign parents Guidance – CAO/SUSI etc Parents as source of career information/mentoring Understanding of Restorative Practice Navigating the website/volume of information – index/guide P/T meetings – release times

Identified Targets:	Domains
Website – volume of content and navigation	Leadership and Management Managing the organisation
Guidance for parents	Leadership and Management Leading School Development
P/T Meetings	Leadership and Management Leading learning and teaching
Student & Staff Noticeboards/Information Points	Leadership and Management Leading learning and teaching Managing the organisation
Communicating a better understanding of Restorative Practice	Leadership and Management Leading School Development
Intercom system	Leadership and Management

3.1 The dimensions and domains from the LAOS Framework being selected

Leadership and Management

Leading learning and teaching

Managing the organisation

Leading school development

3.2 The standards and statements from the LAOS Framework being selected

Standard	Statement(s) of Effective Practice
<p>Leadership and Management</p> <p>Managing the organisation</p> <p>Establish an orderly, secure and healthy learning environment, and maintain it through effective communication</p>	<p>The principal and deputy principal manage and oversee the smooth day-to-day running of the school. To this end, they develop and implement effective systems for communicating information.</p>
<p>Leadership and Management</p> <p>Leading School Development</p> <p>Build and maintain relationships with parents, with other schools, and with the wider community</p>	<p>The principal and other leaders in the school value and support partnership with parents as a means of supporting students' learning and wellbeing. They build and maintain good relationships with parents.</p>
<p>Leadership and Management</p>	

<p>Leading learning and teaching</p> <p>Foster a commitment to inclusion, equality of opportunity and the holistic development of each student</p>	<p>Those with leadership and management roles develop and implement effective policies and practices to support students' educational, social and personal well-being.</p> <p>The principal and other leaders in the school have effective systems for monitoring students' progress and development. They recognise the importance of systematic monitoring to help students reach their full potential.</p>
<p>Leadership and Management</p> <p>Leading learning and teaching</p> <p>Foster a commitment to inclusion, equality of opportunity and the holistic development of each student</p> <p>Managing the organisation</p> <p>Establish an orderly, secure and healthy learning environment, and maintain it through effective communication</p>	<p>Those with leadership and management roles adhere to principles of inclusion and social justice to promote equality of opportunity for students. They strive to ensure that all members of staff support this ethos.</p> <p>The principal and deputy principal manage and oversee the smooth day-to-day running of the school. To this end, they develop and implement effective systems for communicating information.</p>
<p>Leadership and Management</p> <p>Leading School Development</p> <p>Communicate the guiding vision for the school and lead its realisation</p>	<p>The school's guiding vision sets out goals and expectations for the school as a learning community. The principal takes responsibility for communicating this guiding vision, supported by the patron/trustees and board of management.</p> <p>The principal communicates the guiding vision to teachers in a way that encourages them to see their responsibilities as fulfilling it.</p>

	The principal takes positive steps to support and motivate staff, and to set high expectations for learners
<p>Leadership and Management</p> <p>Managing the organisation</p> <p>Manage the school's human, physical and financial resources so as to create and maintain a learning organisation</p>	<p>The board of management maintains the building and grounds to a good standard. It ensures the provision and maintenance of teaching aids and equipment to a good standard.</p>

Our Infrastructure Plan

1. Introduction

This document records the outcomes of our current infrastructure plan, including targets and the actions we will implement to meet the targets.

1.1 School Details:

School Name: St Patrick's Comprehensive School

School Address: Tullyglass, Shannon, Co Clare

School Roll Number: 81007U

1.2 School Vision:

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.

This plan has been developed in line with our mission statement which has the care of students at its core. The physical learning environment is an essential component in quality teaching and learning. This plan recognizes the work done by successive Boards of Management, Management Teams, staff and parents over the 56 year life of the school to maintain and enhance the physical learning environment. It also recognises that much of the school's older infrastructure is presenting challenges in delivering a new and evolving curriculum. The school has a limited annual budget and relies heavily on fundraising and sponsorship to achieve its Infrastructure goals. This Infrastructure plan runs concurrently with the Digital Learning Plan which also address digital infrastructure targets.

2. The focus of this Infrastructure Plan

We undertook an evaluation of the infrastructure in our school during the period April 2022 to May 2022 as part of the consultation process for our School Improvement Plan Bealach 2. We evaluated our progress using the following sources of evidence:

Assessment of Strengths & Areas for Improvement in:
Infrastructure

By
Staff
Students
Parents

Infrastructure Plan

Feedback from School Partners

Source: Bealach II Consultation Process May 2022

Infrastructure

Students:

Strengths	Challenges/Areas for improvement
Separate year group entrances Inbhear Library Good facilities Practical classrooms Outside facilities Canteen	Sound proof the gym Bigger gym Better PE equipment Outdoor shelters Remove designated toilets Tuck shop Improve classrooms Heating Playing field – goals Card payment system for the canteen Sanitary bins Teacher based classrooms Seating – indoor and outdoor

	Gym floor Lockers – too small; lock system Improve stage lighting Student Council Office Gym dressing rooms New blinds 1977 section
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Staff:

Strengths	Challenges/Areas for Improvement
Astro New building Croí (movement space/gym room) Slí (walking track) Bláth (sensory garden) Teacher based rooms Foinse (Student Support Centre) Canteen Inbhear Staffroom Kitchen Painting Communal areas for students	Shelving in classrooms Car park Fire drills Return Lib 1,2 & 3 to social area for students Speakers in Inbhear Photocopiers Cleaning Classroom telephones Blinds Designated staff work area Staffroom Swipe access to enter school Painting classrooms Card payment system for the canteen Staff toilets School pitch Science labs PE hall Student access to library

Parents:

Strengths	Challenges/Areas for Improvement
Canteen Wifi Bláth	School entrance – external and internal Anti-social behaviour in toilets – impact on students who behave – fob access?

Identified Targets:	Domains
Car Park	Leadership and Management Managing the organisation
Gym	Leadership and Management Managing the organisation
Canteen payment system	Leadership and Management Managing the organisation
Pitch	Leadership and Management Managing the organisation
Student toilets & anti-social behaviour	Leadership and Management Managing the organisation
Outdoor shelters & seating	Leadership and Management Managing the organisation
School entrance	Leadership and Management Managing the organisation
Classroom blinds	Leadership and Management Managing the organisation
Classroom phone system	Leadership and Management Managing the organisation

3.1 The dimensions and domains from the LAOS Framework being selected

Leadership and Management
 Managing the organisation

3.2 The standards and statements from the LAOS Framework being selected

Standard	Statement(s) of Effective Practice
<p>Leadership and Management</p> <p>Managing the organisation</p> <p>Establish an orderly, secure and healthy learning environment, and maintain it through effective communication</p>	<p>The board of management and the principal fulfil their responsibility to create and maintain a climate of security and well-being in the school. They are committed to providing a safe and healthy environment for all students and staff.</p>
<p>Leadership and Management</p> <p>Managing the organisation</p> <p>Manage the school’s human, physical and financial resources so as to create and maintain a learning organisation</p>	<p>The principal works well with the board of management to create and maintain a learning organisation that delivers good learning experiences for all students and staff.</p> <p>The principal and the board of management constantly monitor the use of budgets, personnel, and other resources and direct them towards identified learning priorities.</p> <p>The board of management maintains the building and grounds to a good standard. It ensures the provision and maintenance of teaching aids and equipment to a good standard.</p>
<p>Leadership and Management</p> <p>Managing the organisation</p> <p>Establish an orderly, secure and healthy learning environment, and maintain it through effective communication</p>	<p>The principal and deputy principal manage and oversee the smooth day-to-day running of the school. To this end, they develop and implement effective systems for communicating information.</p>

<p>Leadership and Management</p> <p>Managing the organisation</p> <p>Manage the school’s human, physical and financial resources so as to create and maintain a learning organisation</p>	<p>The principal works well with the board of management to create and maintain a learning organisation that delivers good learning experiences for all students and staff.</p> <p>The principal and the board of management constantly monitor the use of budgets, personnel, and other resources and direct them towards identified learning priorities.</p> <p>The board of management maintains the building and grounds to a good standard. It ensures the provision and maintenance of teaching aids and equipment to a good standard.</p>
<p>Leadership and Management</p> <p>Managing the organisation</p> <p>Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice</p>	<p>The board of management and the principal ensure that school policies are based on principles of justice and fairness.</p> <p>The principal and deputy principal display mutual trust and respect. They foster a positive school climate and encourage respectful interactions at all levels within the school community.</p> <p>When required, the board of management and the principal are prepared to challenge actions, behaviours and practices that do not accord with the school’s ethical standards.</p>
<p>Leadership and Management</p> <p>Managing the organisation</p> <p>Establish an orderly, secure and healthy learning environment, and maintain it through effective communication</p>	<p>The board of management and the principal fulfil their responsibility to create and maintain a climate of security and well-being in the school. They are committed to providing a safe and healthy environment for all students and staff.</p>
<p>Leadership and Management</p>	

<p>Managing the organisation</p> <p>Establish an orderly, secure and healthy learning environment, and maintain it through effective communication</p>	<p>The board of management and the principal fulfil their responsibility to create and maintain a climate of security and well-being in the school. They are committed to providing a safe and healthy environment for all students and staff.</p>
<p>Leadership and Management</p> <p>Managing the organisation</p> <p>Manage the school’s human, physical and financial resources so as to create and maintain a learning organisation</p>	<p>The board of management maintains the building and grounds to a good standard. It ensures the provision and maintenance of teaching aids and equipment to a good standard.</p>
<p>Leadership and Management</p> <p>Managing the organisation</p> <p>Establish an orderly, secure and healthy learning environment, and maintain it through effective communication</p>	<p>The board of management and the principal fulfil their responsibility to create and maintain a climate of security and well-being in the school. They are committed to providing a safe and healthy environment for all students and staff.</p>

Our Wellbeing Plan

1. Introduction

This document records the outcomes of our current wellbeing plan, including targets and the actions we will implement to meet the targets.

1.1 School Details:

School Name: St Patrick's Comprehensive School

School Address: Tullyglass, Shannon, Co Clare

School Roll Number: 81007U

1.2 School Vision:

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.

This plan has been developed in line with our mission statement which has the care of students at its core. Our commitment to a student-centered approach has been a hallmark of St Patrick's Comprehensive School. Wellbeing is embedded both in school policies and curriculum. This wellbeing plan seeks to build on existing good practice and address areas of need as identified in the target actions.

2. The focus of this Wellbeing Plan

We undertook an evaluation of wellbeing in our school during the period April 2022 to May 2022 as part of the consultation process for our School Improvement Plan Bealach 2. We evaluated our progress using the following sources of evidence:

Assessment of Strengths & Areas for Improvement in:

Wellbeing

By
Staff
Students
Parents

Wellbeing Plan

Feedback from School Partners

Source: Bealach II Consultation Process May 2022

Wellbeing

Students:

Strengths	Challenges/Areas for improvement
Great Pastoral Care Teachers Year Heads No uniform SPHE classes Sensory garden Walks	Segregation of year groups because of COVID Happy students = good work Allowances to be given for students who are struggling CBAs being done at home More activities Drop Everything and Breath – not facilitated by some teachers Expand extra-curricular options Common room for study/relaxation Return of old library Expand Pastoral Care – high demand and limited human resources Expand Guidance to facilitate more meetings No allowance for those who are struggling and not able to keep up Doing majority of school work at home instead of school Mental health days Greater teacher understanding and tolerance Engagement with CAMHs

Staff:

Strengths	Challenges/Areas for Improvement
Pastoral Care system Peer Mentoring system Croí, Slí, Bláth, Anam Outside seating Extra curricular activities Student wellbeing well catered for Staff genuinely care for students Support for Student Learning initiative SEN support Good student/staff relationships Inbhear & SNAs Atmosphere Airbreaks Drop Everything and Breath Restorative Practice Spectrum Guest Speakers Student Support Cards School tours Curriculum Cup of Tea TV	Common area for LC students After school study facility Student access to school library Lunchtime study room for students Post COVID staff wellbeing Extra-curricular activities to promote mental wellbeing Lunchtime clubs/activities/games club Healthy food options in the canteen Staff – Team Building Tutor system Transitioning to 1 st year Staff morale Staff collegiality Teacher & post holders workload Pace – focus on classroom Assemblies Timetabled tutor time Staff outings Music in the canteen Breakfast Club Wellbeing displays/talks Alternative for students to the canteen at lunchtime Soci-economic disadvantage among students

Parents:

Strengths	Challenges/Areas for Improvement
Musicals Pastoral Care	Information for parents as to what clubs/activities are available

	<p>Positive Behaviour Records on VSware - 'catch them doing something right'</p> <p>Bonding trips at the start of the year</p> <p>Induction needs to return</p> <p>Parents to support guidance around careers/subject choice</p> <p>Celebration days – Wonderful Wednesday/Marvelous Monday</p> <p>Highlighting positive student behaviours among staff</p> <p>Concern about return to teacher based classrooms and students moving around the building</p> <p>Getting lost – room numbers/size of campus</p>
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Identified Targets:	Domains
Extra curricular – record, promotion, access	Teaching & Learning Learner experiences
Promoting Positive Behaviour	Teaching & Learning Learner experiences
Whole school engagement with wellbeing initiatives	Teaching & Learning Learner experiences
Differentiation	Teaching & Learning Teachers' Individual Practice
Addressing socio-economic disadvantage	Leadership and Management Leading teaching and learning
Staff wellbeing	Leadership and Management Managing the organisation
Whole School Guidance Plan	Leadership and Management Leading teaching and learning
Wellbeing Implementation Committee	Leadership and Management Leading teaching and learning

3.1 The dimensions and domains from the LAOS Framework being selected

Teaching and Learning

Learner experiences

Leadership and Management

Leading teaching and learning

Managing the organisation

3.2 The standards and statements from the LAOS Framework being selected

Standard	Statement(s) of Effective Practice
<p>Teaching & Learning</p> <p>Learner experiences</p> <p>Students grow as learners through respectful interactions and experiences that are challenging and supportive</p>	<p>Interactions among students and between students and teachers are respectful and positive, and conducive to well-being.</p>
<p>Teaching & Learning</p> <p>Learner experiences</p> <p>Students grow as learners through respectful interactions and experiences that are challenging and supportive</p>	<p>Interactions among students and between students and teachers are respectful and positive, and conducive to well-being.</p> <p>Relationships and interactions in classrooms and learning areas support a co-operative and productive learning environment.</p> <p>Students' experiences as learners generally reflect well on how the code of behaviour is understood and implemented.</p>
<p>Teaching & Learning</p>	

<p>Learner experiences</p> <p>Students experience opportunities to develop the skills and attitudes necessary for lifelong learning</p>	<p>Students can, with some guidance, transfer and apply skills learned in one context to another context.</p> <p>They take the opportunities provided by curricular and other learning experiences to apply and develop these key skills.</p> <p>Students have an age-appropriate understanding of the concept of lifelong learning, and are well disposed to continuing education and training.</p>
<p>Teaching & Learning</p> <p>Teachers' Individual Practice</p> <p>The teacher selects and uses planning, preparation and assessment practices that progress students' learning</p> <p>The teacher selects and uses teaching approaches appropriate to the learning intentions and to students' learning needs</p>	<p>Teachers' preparation includes preparation for the differentiation of learning intentions and learning activities, and is informed by meaningful use of data.</p> <p>Teachers plan for assessing students' attainment of the learning intentions of the lesson, or series of lessons, using both assessment of learning and assessment for learning.</p> <p>Teachers strategically select and use approaches to match the learning intentions of the lesson and meet the learning needs of students</p> <p>Teachers meaningfully differentiate content and activities in order to cater for the varying needs and abilities of students.</p>

<p>Leadership and Management</p> <p>Leading teaching and learning</p> <p>Foster a commitment to inclusion, equality of opportunity and the holistic development of each student</p>	<p>Those with leadership and management roles adhere to principles of inclusion and social justice to promote equality of opportunity for students. They strive to ensure that all members of staff support this ethos.</p> <p>Those with leadership and management roles develop and implement effective policies and practices to support students' educational, social and personal well-being.</p>
<p>Leadership and Management</p> <p>Managing the organisation</p> <p>Establish an orderly, secure and healthy learning environment, and maintain it through effective communication</p>	<p>The board of management and the principal fulfil their responsibility to create and maintain a climate of security and well-being in the school. They are committed to providing a safe and healthy environment for all students and staff</p>

Appendix 1

Action Planning Document



6 Stage Process

1. Identify Focus – identified through SSE – Bealach 2 or emerging need...
2. Gather evidence – investigate area of focus – what is the current situation?
3. Analyse and make judgements – evaluate effectiveness of current practice using statements of practice
4. Write and share report and improvement plan – what action is proposed; timeframe; whose responsibility; criteria for success; resources?
5. Put improvement plan into action
6. Monitor actions and evaluate impact.

Appendix 2

Action Record Template:

DOMAIN: (From LAOS)				
STANDARD(S): (From LAOS)				
STATEMENT(S): (From LAOS)				
TARGETS: (What do we want to achieve?)				
ACTIONS <small>(What needs to be done?)</small>	TIMEFRAME <small>(When is it to be done by?)</small>	PERSONS / GROUPS RESPONSIBLE <small>(Who is to do it?)</small>	CRITERIA FOR SUCCESS <small>(What are the desired outcomes?)</small>	RESOURCES <small>(What resources are needed?)</small>
EVALUATION PROCEDURES: <small>(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)</small>				

Quality Framework for Post-primary Schools – Overview

Teaching and Learning		Standards
Domains		
Learner outcomes	Students: enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge, skills and attitudes 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 to students' learning needs responds to individual learning needs and differentiates learning and teaching activities as necessary	
Teachers' collective / collaborative practice	Teachers: value and engage in professional learning 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 teaching and learning	School leaders: promote a culture of reflection, 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 learning that enriches teachers' practice and students' learning	
Managing the organisation	School leaders: create and maintain a positive school culture and a safe, healthy and purposeful learning environment and sustain 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 participation, student leadership and parent participation build professional networks with other school leaders	



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